

VOLUME VIII

The

NUMBER 3

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



OCTOBER, 1927



PARAMOUNT AIMS

EDUCATION does not mean handing on parcels of knowledge to other people. It means kindling intellectual pursuits. Our aim in education should be to get a power of self-adjustment, to keep alive the spirit of adventure, to inculcate a readiness to do drudgery, and above all things to form judgment and character. We need an education which opens the mind and trains the practical aptitudes; which inspires courage and faith and fortitude while also imparting knowledge and a scientific way of looking at things, and the scientific way of doing things; which opens up new opportunities and at the same time cultivates the intellectual and moral powers by means of which alone, these opportunities can be seen and seized.

We do not live for ourselves alone. Upon each individual life, the community has in time of stress and danger its paramount claims; and it is the business of a good education to make boys and girls sensitive to these claims, in order that when they come to man's and woman's estate they may be ready with large-minded and intelligent unselfishness to sacrifice, when necessary, narrow and personal interests to those which are social and national. Nor can any education accomplish this unless it have regard to those deeper sources of human endurance and of self-sacrifice whence come the faith and insight which fortify character and enlighten its ideals.

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The A.T.A. Magazine



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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

VOL. VIII.

EDMONTON, OCTOBER, 1927

No. 3

Teaching Good Will in the Schools

(MISS R. J. COUTTS.)

BECAUSE the readers of the *A.T.A. Magazine* are mostly teachers, I am sending that part of my report of the W. F. E. A. Conference which treats of what I heard in the section discussing "Teacher Training for International Co-operation and Good-Will." These sessions I attended assiduously. I selected the above topic as of greatest value to me, and to those who sent me to the conference. I argued that what is valuable for teachers in training must be of equal value for those teachers in service who are trying to map out a programme for themselves through which they may develop in their pupils a feeling of good-will for the people of other countries. I think I got some suggestions worth while—and so proceed to pass them on.

A good many of you are aware of the correspondence of school children carried on internationally through the medium of the Junior Red Cross Society. In the period of free discussion in this group meeting, one young lady from Manitoba told that her class had exchanged gifts with Greece, and from the Greek children they received a box of currants. So she made some Greco-Canadian cookies for the class—(most of our fine cooking is international; daily we seat ourselves around international dinner tables; a fact we are too seldom conscious of.) With these cookies she linked up stories of life in Greece, Greek myths, and the geography of that sunny land. Probable result: pleasurable emotional response, and a friendly attitude towards the land from which the currants came.

The chairman of this section was H. L. Smith, Indiana University; the secretary H. Aizawa, Tokio, Japan. Mr. Smith made clear in setting out that internationalism must be founded on a true national sentiment; therefore loyalty to the homeland is basic. The chairman had sent a questionnaire to teachers in public schools, normal schools, colleges and universities:

1st—In regard to the practicability of carrying on in the schools education for world peace; and

2nd—Requesting suggestions re the technique of teaching the new internationalism.

He said that the most significant thing in the replies was the unanimity of opinion, 96% or 97% expressing approval of adopting a programme of education which has for its purpose world friendship; and also their belief in the efficacy of such educational effort in producing ultimately a warless world. Though quite aware of the magnitude of the task before them, the response to the questionnaire shows educators are

optimistic that a world without war can be achieved.

The question is, how?

1st—Faith in the power of good-will.

2nd—A determination to marshal all the peace-loving forces, i.e., to mobilize for peace with the same thoroughness that we have mobilized for war. But that is a mere general statement and leaves us all at sea. We must get something tangible.

The attitude of mind, faith in our cause, is essential to begin with. And how can we get that attitude?

Well, first learn what the present war technique is heading for.

Read Will Irwin's books, "The Next War," and "Christ or Mars"; read "Now It Can Be Told" and "Ten Years After," by Sir Phillip Gibbs; read Private Peat's "The Inexcusable Lie"; Frederick Palmer's "The Folly of Nations," or Kirby Page's "War: Its Causes, Consequences and Cure." You've heard of "Lewisite gas." Gen. Tasker H. Bliss says: "One air raid of this gas would have wiped out the whole first American army of one and a quarter millions of men. Every air raid in the next war would consume a city."

Every teacher should say with Gen. Jno. O'Bryan: "I'd be a traitor to my country if I did not do everything in my power to abolish war." Consider what the next war would be! Unimaginable! The collapse of civilization! It is war we must fight! War is the universal enemy! We must mobilize the forces for peace and pave the way to good-will.

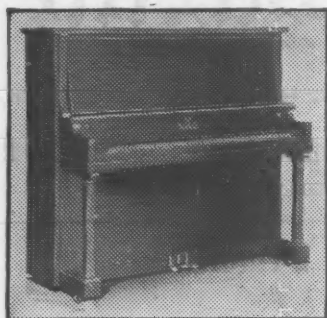
Having reached the conclusion that we must educate for peace, let us set about developing a technique. Let us find our peace heroes. We have them in plenty, and we can, if we will, make them as inspiring as we have made the war heroes. We have a great field for peace heroes, for we can select them from every land. At the W. F. E. A. Conference a teacher told how on Edison's birthday her class wrote him a letter thanking him for the pleasures his genius had brought them, and received from him an interesting reply. They also wrote Burbank, the wizard who wrought miracles with fruit and vegetables, and he replied with an autograph letter.

All the world admires courage. We can thrill the children with the story of a Penn, who had the courage to trust in the good-will he had built up in the savage; of a Sir John Franklin; of a Florence Nightingale; of an Edith Cavell. Thrill them with love for the hero, not hate for the enemy. We don't need to picture any

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devil nation. We can find devil enough in our own hearts. Let us fight that.

In primary classes we can find nursery rhymes from other lands to parallel our own. Friendship is founded on knowledge. A nursery rhyme, say, from the land of our Chinese friends, will be an international meeting-place for our tiny tots.

Games are international. Let the children play French tag, etc., telling them meanwhile that the children away around the world are playing these games as we are here. The folk dances make another introduction to the activities of neighbouring nations. Songs bind the children of one land to those of another. Songs and rhythm and music are international. On the orthophonic we can listen to the German, the Russian, the Italian, and listening, develop good-will to those lands, because of the grand music they are making for us.

We can make an international gathering of dolls in national costume. Dolls from every clime can be brought to this assemblage. We can create good-will through doll lore. Tell about the Japanese doll festival, etc., etc. Put on pageants showing children of other lands in costumes. Good-will books give some short simple ones. Yes, we can make good-will as attractive and as picturesque as war if we use our talent and time in trying.

There is no better way of routing the anti-foreign prejudice in the minds of children than by giving them stories, games, songs and dances, characteristic of the child-life in the country against which the prejudice exists. The Lord of Life has surrounded the foreign child with the same blue sky, green hills, flowing rivers, sparkling water, bright sun, gay flowers and singing birds, as he has given the children in our homeland. The Giver of Life loves the children everywhere, and so should we.

Put on the walls pictures of children of foreign lands in picturesque costume from *The Geographic Magazine* or other sources. Put them up where the children will become familiar with them. Little friends from Holland, from China, from India. Connect the pictures with the games and songs, with stories and in such ways produce a spirit of kindliness for our national neighbours.

Many of you have a great deal of originality. Develop a technique, putting into it your own original ideas. Put it into practice with your class to test it out. When proved, send an account of your plan to Dr. H. L. Smith, 705 East 7th Street, Bloomington, Indiana, U.S.A. He will send you in return all the suggestions and devices which he has gathered from other such sources as yourself. Then pass them on to others.

We have quite an international group here in Alberta, Ukrainians, Italians, Ruthenians, Germans, Austrians, Russians, Chinese, Japanese. We need a foundation of knowledge on which to build up respect and good-will. Therefore teachers should become acquainted with the racial background of these people, and with the fallacies of racial superstitions. We must get the right attitude to the foreign-born within our own gates.

Geography is the real international subject. Through this study we can learn to think respectfully of the people of foreign lands. Take, for instance, the Eskimo. We call them an undeveloped people. Perhaps they are primitive, but none the less worthy of our admiration and respect. They have not our social inheritance. Neither have we the skill which could make an Eskimo's boat. "Made in some cases of skins sewed together with sinews, and stretched around a frame work of bones. In this skillfully-made boat sits the lone paddler with his blouse of waterproof skin

bound tightly around the opening of the boat, around his wrists and neck. If his boat upsets, no water can get into it. With a flip of his paddle he turns it upright and paddles on." This is one of the most marvellous marine creations of the human race. We have nothing that can rival it; and look at the materials of which it is made!

There's a good solid foundation (the Eskimo's boat) on which to build up respect and a kindly feeling for the people who dwell on the shores of the Arctic.

So also with the Mexican. The skill of fingers that produce the Mexican drawn work—Mexican lace. These people, too, have a culture and a skill worthy of our admiration and respect. And the Indian of the South that makes the Panama hat. We cannot afford to despise a people who are able to achieve these wonders of creation, which, try as we might, the cleverest Canadian among us would fail to perform.

Look at the Chinese, and the Japanese art. The wonderful silks, the embroidery, the fine skill of the product of their hands, we gaze at in wonder and admiration. Dwell on their contribution to the storehouse of human achievement, and teacher and pupil will form the habit of thinking polite thoughts about them, speaking the courteous word to them, and will indeed build up a meeting ground of good-will between them and us.

We can go around the whole family of nations. The very humblest of them all has some product characteristic of his people of which they have reason to be proud, and which commands the esteem and admiration of all the others for the people who gave that contribution.

In our geography lessons we have stressed too much the wealth which the labor of the people has produced. We have neglected the human element. It is in the human that the spiritual comes in. We must transfer our attention from the products to the producers. The products are an introduction to the producers. When we enjoy the beautiful fruit that we get from the shops we should think of the fruit grower, and the attention and care and patient toil which, together with the glad sunshine, warm rain and good Mother Earth, has created the fruit which tastes so good. These fine human qualities of the producer—diligence, patience, intelligence, applied to his labour and in co-operation with the Author of Life—give us the good things everywhere which we call our national wealth. We must link up the human, and so get at the spiritual elements which lie hidden ready for the discoverer to reveal.

As helps to develop the spirit of co-operative good-will and the friendly attitude of mind to other peoples, I would call your attention to the "Good-Will" books, Volumes I and II:

Vol. I—"Through the Gateway" has some very fine stories that are helpful for the purpose referred to. There are poems and songs that have also the same idea. There are several pageants, plays, and a number of other suggestions for observance of Good-Will Day; some songs and hymns with the music; also suggestions for Christmas Day programme. The cost of each volume is 50c.

Vol. I would be helpful for all grades between III and VI inclusive, and indeed some suggestions might be of value for II and others for VII.

Vol. II—"Across Border Lines," for Grade VI and up.

They are published by the National Council for the Prevention of War. Address 532 Seventeenth Street N.W., Washington, D.C., U.S.A. Western Office, 449 Phelan Building, San Francisco, Cal., U.S.A.

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A set of 34 little booklets, "Famous Stories of All Nations," are now ready in English. These go under the name of "World Library for Children," published by The New Education Fellowship, 11 Tavistock Square, London, England. Each volume, 10c. Complete set of 34 in case, \$3.75.

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Local News

The September meeting of the Lethbridge High School Local was held on Tuesday, September 13th. D. J. Lonsberry was elected president of the local for the current Alliance year, in the absence of G. L. Wilson, former president of the local, recently appointed inspector of schools at Lamont. It was decided to assist in the production of the Lethbridge number (November) of the *A.T.A. Magazine*, Miss O. V. Haw being appointed to the special magazine committee in connection with this issue. W. S. Brodie was appointed to the Lethbridge A.T.A. convention committee. An invitation to members of the Local to attend the Public School Local meeting, September 14th, was accepted. The personnel of the High School staff is the same as last year with one new member, Lorne Good, B.Sc., who resigned his position as principal of the High School at Didsbury to accept his present position in the Science department at Lethbridge.

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SOUTH ALBERTA TEACHERS' ASSOCIATION CONVENTION AT LETHBRIDGE NOVEMBER 3rd and 4th

The 1927 convention of the South Alberta Teachers' Association will be held at Lethbridge on Thursday and Friday, November 3rd and 4th next. The inspectors, Messrs. Morgan, Bremner and Dunlop, the staffs of the Lethbridge schools and the convention executive are planning for a full programme which will provide practical help for all teachers who attend the sessions. The programme includes observation of lessons, sectional meetings for rural teachers, primary teachers, junior and senior public school teachers and high school teachers. An A.T.A. committee is planning the entertainment for the Thursday evening.

Harry Charlesworth, General Secretary British Columbia Teachers' Federation and Vice-President of the World Federation of Education Associations, will give two addresses at the general sessions taking as his subjects, "What is Expected of the Modern Teacher," and "Education as a Factor of International Friendship."

J. A. Smith, Inspector of High Schools, has consented to attend the convention at the invitation of the executive and will assist in conduct of the High School section.

Teachers attending are assured of accommodation at hotels and private homes. Programmes will be mailed to all teachers in Lethbridge, Macleod and Foremost inspectoral districts. A good attendance is anticipated, judging by the interest shown in last year's convention.

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Ukrainians and Illiteracy

JOHN E. NYKIFORUK.

FROM 857 to 1776 the Ukrainians, to a great degree, were well acquainted with many European languages and Ottoman dialects. Their wives, however, did not have the same opportunity of grasping another language since the household duties did not permit them to do so. Their young sons, on the other hand, were compelled to undergo a thorough training in languages, horsemanship and sword fighting. 'Tis without wonder that such great Hetmans as Bohdan Chmelnytsky and John Mazeppa were capable of handling at least nine languages.

In 1060, the Kiev Students' Academy was founded in Kiev by the Ukrainian Orthodox clergy, who later in turn became its sole teachers. It was customary at that time for Hetmans and other dignitaries to obtain their final education here.

At the beginning of 1776, many Ukrainians migrated to the mainland (now known as Ukraine) in hopes of settling down and thereby earning a better living. This influx soon proved to be futile as the Russian nobles took advantage of it. Together with the Russian peasants, they were compelled to work on the Lord's manor for one or two cents a day or else die of starvation. This compulsion also hampered the education of the peasant children. No insight into education whatsoever was given them until finally, like their parents, they became oppressed, ignorant and superstitious. The aris-



Gregg Shorthand WINS Again

In the National Shorthand Reporters' Association Speed Contest, held in San Antonio, Texas, on August 16, Mr. Martin J. Dupraw won permanent possession of the World's Championship Trophy, by winning the contest for the third successive time.

TABULATION OF RESULTS

	Errors at 220 Words a Minute	Errors at 260 Words a Minute	Errors at 280 Words a Minute
Martin J. Dupraw.....	7	40	12
Charles Lee Swern.....	20	*	10
Nathan Behrin.....	34	*	22

*Did not qualify on this test.

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220 Words a Minute (Literary Matter)—

Martin J. Dupraw. Accuracy 99.61%. (Held jointly with two others.)

215 Words a Minute (Literary Matter)—

Albert Schneider. Accuracy 98.32%.

200 Words a Minute (Literary Matter)—

Charles Lee Swern. Accuracy 99.50%. (Tied with one other.) Average accuracy 99.29%.

The World's Shorthand Championship has been won five times in succession by Gregg writers. Six of the last seven World's Championship Contests have been won by writers of Gregg Shorthand.

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Protection in this way is not by any means the only function of life insurance. As a matter of fact, over \$76,000,000, during the year 1926, was paid out by life insurance companies in Canada of which over 70% or over \$53,000,000 was paid out to living policyholders and less than 30% to the beneficiaries of policies that had become claims by death. It is a guaranteed systematic means of accumulating money. Money accumulated through the medium of life insurance companies with the profits added thereto has started people in business; has placed people in possession of their own home; has in many instances been the nucleus of an immense fortune and has given to those, who had the courage to adopt and continue this systematic method of accumulating money, comfort and pleasure in various ways.

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toeracy is not the only group to blame for this backwardness in education. Catherine the Great of Russia once wrote to one of her governors the following words: "My dear prince, do not complain that the Russians have no desire for instruction. If I institute schools, it is not for us, it is for Europe, where we must keep our position in public opinion. But the day will come when our peasants shall wish to become enlightened, and both you and I will lose our places."

A hundred years later a large proportion of these oppressed and poverty-stricken peasants were forced to migrate to the Americas. It was useless for them to remain in a country where even dark brown bread could not constitute a daily diet. The yields, if any, were very poor, and now their entire hope of relief lay beyond the Atlantic.

The first group of Ukrainians landed in New York in 1872. A portion of these remained in the States while the rest went to Canada. Many hardships confronted them. Many an United Empire Loyalist suffered practically the same unusual difficulty of clearing and tilling land. But, there was the freedom of right and religion and a good opportunity of educating the young. It must be remembered that 90 per cent of these Ukrainians were illiterate, and at the present day only 20 per cent of their offspring are illiterate. The credit for this decrease of unalphabeticism is due to Great Britain and United States, who did their utmost in affording the new settlers a convenient access to education.

Let us now turn to Southern Ukraine. In the steppes, the Ukrainians are still independent and are masters of the same languages as their predecessors were. Hardly 15 per cent of them are illiterate and in due time this will drop to a lower percentage. Academies, Institutes and Universities are found in Odessa at the present day. Ukrainian doctors, lawyers and judges are prevalent throughout this city.

In Northern Ukraine, 46 per cent. illiteracy still dominates. The backwardness here is due to the continual aristocratic oppression. The "Remodelled" or "Reformed" Russians have done them no good whatsoever. Their education has been very much neglected. When it comes to petty strifes and street skirmishes the Ukrainians are always to blame in spite of their non-guiltiness.

It is probably well known to all that the North-Western portion of Ukraine and the Province of Galicia have been handed over for protection by the greater powers to Poland and Roumania respectively. Upon cession of these provinces the new protectors were to give freedom of education to the Ukrainians. What have they done? Absolutely nothing. Fifty-five per cent. of these Ukrainians are uncultured. Ignorance and superstition still prevail. How long this will last no one knows, but there are hopes of a gradual change.

Practically all of the immigrants who have been migrating to Canada and United States are able to read and write. Some of them have even University degrees. Where did they obtain their education? one may ask. Germany, Hungary and Czecho-Slovakia are the only places where a prejudice towards a foreigner does not exist. These are the countries that educate one-tenth of the entire forty million Ukrainian population.

At any rate, while these new settlers are found in Canada toiling to their last ounce of strength in order to bring over their wives and children to Canada, let us aid them in educational lines. This deed will never be regretted as the New Canadians will always assist Canada in Agriculture, Education and Defence.

The Eighth Annual Convention of the C.T.F.

(VIEWED BY AN OBSERVER)

I ATTENDED on August 15th, 16th, the sessions of the C.T.F. My presence there gave me the opportunity of getting into the "know" of the teaching profession. As a speaker at the W.F.E.A. said, "Large bodies must be conservative or they'll split." When nine units are striving to move abreast it is inevitable but that they will have difficulty in keeping step. It will be sometimes necessary to mark time in order to recover a solid front. So if there be one weak member all are somewhat retarded; but then that is the penalty one must pay if one is to co-operate on any large scale. It is necessary to give up something for the sake of unity. And when a step forward is taken, the body being solid, there is no retrogression.

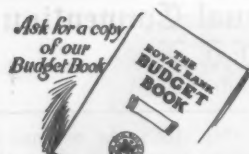
The most serious difficulty that confronts the organization is the unstable character of the profession. All feel it. The larger the rural areas and the more scattered the population, the more transitory the membership. The means the C.F.T. are taking to stabilize it seem to be the logical ones: to raise the academic standard of entrance and to increase the professional training of the teacher; and from the other side, to enlarge the unit of administrative area.

In one or two provinces the requirements of membership in their teachers' organizations seems rather loose, indicating a lack of professional consciousness. The idea seemed to be that the teachers should be quite ready to open their membership doors to inspectors, superintendents, etc., the teachers being in the majority numerically would be in control of the organization. On the surface that appears quite true. But experience and some knowledge of human nature point to the fallacy of this contention. Quite a large percentage of the teachers are young, inexperienced and very subject to prestige influence; but add to prestige the position of authority and overhead control, and the force of suggestion from those in that position is very powerful. It is easy to imagine a very few in such position swaying the opinion of many and carrying the day.

Let the teachers unite with their own, form a body of opinion from the standpoint of those engaged in the profession, and having done so, co-operate with those in administrative or overhead positions. Teachers are not yet quite a self determining organization, and they are not likely to be freed from leading strings if they open the door of their economic organization to those whose interests are on another plane. However, as I said before, there must be patience and a maintenance of goodwill within the ranks of the C.T.F. from east to west. We may express our differences, but be amiable and cheerful about it.

The C.T.F. are still hammering away at the old problems: security of tenure, enlarged unit of administration, a higher and uniform standard of teacher qualification throughout the Dominion. The first has been with us since the beginning. The others are also becoming hardy perennials. Those who, like myself, can look back a goodly number of years will see considerable progress, and though sometimes disheartened with tardy advance, will take great satisfaction in seeing the steady strengthening of their organization, and the records of its achievements yearly increased.

The C.T.F. is now attacking the problem of large classes—another lion to slay. May success attend their efforts!



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"I saw your name in the A.T.A."

The Alliance and Educational Publicity

FRANK SPEAKMAN,
Chairman, Educational Publicity Committee

ONE result of the series of meetings of the Executive and other committees of the A. T. A. held in Edmonton during July has been the organization of a standing committee, representative of every part of the province, to promote educational publicity. The function of this committee is not only to further in every possible way the information, interest and participation of teachers in matters of educational progress, but also to bring to the attention of the public the real value and importance of education and the educational system, to everyone within the state.

At this point, Alliance members may well pause and take stock of what the Alliance has already achieved or attempted along these lines. We find that as an Alliance, we have striven to assist in the improvement of the curriculum and examination system. We have worked with some success toward the establishment of university courses for teachers in active service, both in the way of summer and correspondence courses for teachers and in special university classes for teachers in Calgary and Edmonton. Through our Bureau of Education and through the pages of our Magazine, we have consistently worked for increased professional efficiency, for the spreading of sound educational ideals, and for the dissemination of information on educational methods, movements and topics.

It is the hope of the committee that all our teachers will more and more willingly rise to meet the need for leadership in educational matters as they affect the public. Through discussion, by means of addresses, through the press, by active participation in the life of the community, and by their own vigor and enthusiasm, teachers may help to arouse in the collective public mind, a growing appreciation of what educational investment should mean to the youth of the country, in dividends of happiness, success and usefulness. If each and every teacher would boldly arise to his plain duty in this matter of educational publicity, our school-supporting public would take a much more active pride in our school organization and effort than is the case at present.

We would also urge our members to give some thought to the possibilities of educational publicity and to the possible activities of this committee, and to forward suggestions, as numerous and definite as possible to the secretary of the committee, Mr. C. H. Robinson of Camrose, Secretary of the Educational Publicity, or to the Editor of the *A. T. A. Magazine*.

A FINE EXAMPLE OF CO-OPERATION

A few days after the closing of the schools in Calgary, by order of the Health Board, a number of parents began to express a desire for school work of some kind for their children. The question immediately received the attention of the editors of the local press, and the management of the *Calgary Daily Herald* got in touch with our teachers through the Superintendent of Schools and the school principals. Principals and teachers showed instant, active and practical sympathy with the needs of children and parents in the emergency. The result was that within two days of the suggestion being made, daily sets of questions and suggestions for each grade made their appearance in the pages of both *Herald* and *Albertan*, to the great satisfaction of

H. C. NEWLAND, M.A., LL.B.

ONE may be an enthusiastic supporter of the Alberta Teachers' Alliance, or he may be indifferent, or frankly hostile; he may be thoroughly satisfied with the structure of the organization, or he may be lukewarm, or even disgruntled. Whatever he may be, one thing can be said of him with certainty; he respects the Alliance.

How does it come that our teachers' organization has won the respect of the public, of school boards, of government officials, of the press, and of all members of the teaching body? In a great measure, it is because of the ten years of publicity that the Alliance has enjoyed; not a little of it unfavorable. The citizens of this good Alberta have now become thoroughly inured to the idea of an active and independent organization of teachers that is linked up with similar organizations of teachers in other provinces of the Dominion. They may have hazy notions of the purpose and proper function of the Alliance but they are in no doubt about its real, tangible existence. It is an established institution.

As an economic organization, then, the A. T. A. has "arrived," and its achievements have passed into history. Is that to be the end of the story? We think not.

There is a growing body of earnest and thoughtful teachers in Alberta who are convinced that very little further progress can be made in education, until teachers take upon themselves the burden of leading and guiding public opinion on educational problems, policies, and programmes. And what other group is so well fitted for the task of educational leadership? Is it either reasonable or just that in other matters we defer to the opinion of the trained expert and technician, yet in education we listen chiefly to the babel of lay men? Whatever "democracy in education" may mean, it surely cannot mean that those who know the most about education should have the least influence in settling educational issues.

Quite the contrary. When we have better schools, the teachers will organize them; when we have better text-books, the teachers will write them; when we have better programmes of study, the teachers will build them. Education is too difficult and technical a thing to be placed in any other hands but those of teachers; it is a profession.

The Alliance, it is true, has not been blind to the importance of sound educational leadership. Yet the Alliance can accomplish very little in the way of such leadership without very much more publicity than ever before on the questions of education. The teaching body as a group must demonstrate to all other groups of citizens its superior ability to attack and solve educational problems. It is a case of—"You tell 'em, Alberta teachers; you have the knowledge and training, and experience."

If the Publicity Committee of the Alliance can arouse Alberta teachers to take hold of this problem, it will have done both itself and the public the greatest possible service.

En Avant!

many parents and children. Surely a happy example of shoulder to shoulder work on the part of parents, press, school authorities and teachers. So is fostered the spirit of mutual goodwill and respect.

THE ORGANIZATION AND CONDUCT OF A LOCAL ALLIANCE

THE few years the Alberta Teachers' Alliance has been in operation have revealed three outstanding facts about the Local Alliance:

(1) The local is the important cog in the Alliance machine;

(2) The difficulty of carrying on with sustained vigor a Local Alliance;

(3) A Local *can* be conducted with great profit and enjoyment in any given locality.

The key to the success of a local are efficient leadership thorough organization and vital programs, and the greatest of these is leadership. Inactive leadership, poor organization and perfunctory and indefinite meetings will inevitably lead to failure.

The object of this article is to outline plans and give suggestions on lines that have proved eminently successful in Local Alliance work.

While every member of the Alliance should remember that he carries a field-marshal's baton in his knapsack and every member no matter how modest he may be about his abilities owes it to his fellow members to put forth every effort to make the Alliance succeed, circumstances thrust the duty of leadership on those located in village and town centres to which rural districts are contiguous. Teachers so situated ought to be willing to assume the responsibility of helping the rural members of the fraternity by taking the *lead* in the organization and conduct of the Local and maintaining personal touch with the outside teachers. The latter will shew in practically every case a ready response to well-directed effort. The village or town school principal naturally forms the material for a *pro tempore* executive committee and should not hesitate to take it upon himself to act. Centres finding it difficult to get leadership should get in touch with the geographical representative or the General Secretary when arrangements will be made to assist in forming an organizing committee.

This committee should begin at once to get in touch with all the teachers within its territory and into touch with the committee in the neighboring centres so that no territory will be overlooked. This should be accomplished by the end of September or mid October. The aim should be to meet the teachers personally. A complete list of names and address, telephone numbers and other data should be made and incidentally a friendly canvas for membership should be kept up among non-members.

Meetings should be held from October to June inclusive with the exception of December and April, the vacation months. The programs should be professional in character in the main. Teachers are primarily interested in their own work and are eager to see how someone else works out the problems they have wrestled with. The programs then should be put on by the teachers themselves. Outside help should be the exception rather than the rule. A series of programs that have proved decidedly successful is appended hereto. These programs are not given to be slavishly followed but to indicate a way that has proved a success. The first meeting would be planned by the *pro tempore* executive committee. The executive elected for the year would plan the year's programs.

Further suggestions regarding programs and activities of Locals:

(1) Exchange of programs by neighboring Locals.

(2) Occasional visits from educational experts as available.

(3) The Department of Extension of the University of Alberta.

(4) A public concert once in the year, the presentation of a play, one taken up in school for example.

(5) Publicity—Reports of activities in local and provincial press.

(6) Response to any call of public work as addresses.

These suggestions are merely in the way of extra or variations that Locals might be able to use successfully. They are not intended to supplant meetings for teachers by teachers.

MONTHLY PROGRAMS.

October.

1. Introductions and Get Acquainted.
2. Problems of Early School Year Work. Dealt with by an experienced teacher or teachers.
3. Discussion of grading, standards, etc., and question box.
4. Talk on A.T.A.
5. Organization—Don't overlook a live Press Committee.
6. Lunch.

November.

1. Roll Call.
2. Display of Primary and Second Grade Work.
3. "How far these grades should progress by Christmas."
4. Discussion and Question Box.
5. Alliance Business.

January.

1. Roll Call.
2. Organization of work by Grades for Spring Term. Display of work of III & IV.
3. Question Box.
4. Alliance Business.
5. Lunch.

February.

1. Roll Call.
2. Display of work of IV & V—General discussion and question box.
3. Resolution for A.G.M.
4. General Alliance Business.
5. Lunch.

March.

1. Roll Call.
2. Display of work of VII & VIII—General discussion of attainments in these grades—Question Box.
3. (a) Resolutions.
(b) Appointment of Delegates.
(c) General Business.
4. Lunch.

April—A.G.M.

May.

1. Roll Call.
2. Report of delegates to A.G.M.
3. Discussion of final tests for grading—Sample test papers, prepared by different teachers.
4. Business.
5. Lunch.

June.

A good picnic and inspirational address by some teacher or other person interested in educational work.

It is not intended that this article should emphasize the formal "parliamentary procedure", but the more informal, friendly, practical kind where vitality rather than formality receives the emphasis.

However all meetings should be conducted with due regard to formalities, and officials should be careful in the discharge of their duties.

The Larger Rural Unit

C. SANSOM, B.A., Camrose Normal School.

THE question of rural school reorganization has been receiving a good deal of attention in this province of late. It is safe to assert that it will have to receive a great deal more attention in the future if Alberta is not to take rank as one of the least progressive communities on the continent in regard to educational matters.

The problem of reorganization turns mainly on that of setting up a suitable unit of local administration. The present district unit is too small for effective educational work. The utilization of a larger area for both financial and administrative purposes may be said to be indispensably necessary for further progress in rural education. There is all but complete agreement on this point among those who know anything about the matter. In school circles the question long since passed the controversial stage.

But unfortunately there are a great many people who are not well informed on questions of school policy; and these are the very people, in general, to whom we have to look to make the necessary changes in legislation to inaugurate the new order of things. In these circumstances it would appear that steps ought to be taken in some systematic way to get the facts of the situation before these people. It seems to me that we have not as yet given very much thought to this phase of the matter. We continue to discuss the superior advantages of the larger unit among ourselves, that is to say, in our educational literature, instead of considering ways and means of getting our case before the people who are most directly concerned, and who, forsooth, have the final word in regard to the matter.

To this end it might be possible to draw up, in terms that would be intelligible to the average man, a statement of the advantages of the large unit over the small. This is a very different thing from merely asserting that we ought to have a larger unit. If there are advantages of economy, for instance, these might be set forth, not only in writing, but in graphical form as well. In the State of Indiana it has been shown that if the townships, which there constitute the local administrative units, could buy their ordinary school supplies at as favorable rates as the larger cities, more than a million dollars would be saved the ratepayers of the state every year. What would be the saving in Alberta in, let us say, a given rural municipality, if it were administered as a unit and could secure as good terms for its supplies as Calgary or Edmonton? This is, to be sure, only a minor point in the discussion, but it serves to illustrate what I mean. It might be worth while to make a study of matters of this kind and assemble the facts in pamphlet form for distribution. The information would also be available for speakers at trustees' conventions and for publication in the press.

It is also advisable to try to allay the fears which are wont to disturb the minds of people when they are asked to consider any new thing. This might be done by reference to other places where similar changes have been effected. It can be shown rather easily, I think, that nothing so very dreadful happened in those localities when the plunge was made. The chief fear arises, of course, from a sense of the loss of power, which is always a terrifying thing to contemplate. It ought to be made very clear that there is really no ultimate loss of power involved in the matter. The principle of de-

mocracy is not imperilled in any sense of the word. The change merely involves the setting up of a new type of machine; the control of the machine remains in the hands of the same people as of yore.

There is on respect, however, in which the situation in these western provinces is different from that of possibly any other community where a change similar to the one we are now considering has been made. I refer to the separate school legislation as contained in Section 22 of The School Act, the first sentence of which reads: "The minority of the ratepayers in any district, whether Protestant or Roman Catholic, may establish a separate school therein. The impression seems to be abroad that it is feared by some that the rights of minority groups which are safeguarded by this legislation may be in some way infringed or impaired by an increase in the size of the unit of rural administration. It is not at all unlikely that on closer inspection this fear may prove as groundless as the others. In any case the whole matter ought to be gone into very carefully and some way found out of the difficulty, if, indeed, it is a difficulty. It is not to be supposed that the minority groups concerned would be willing to stand permanently in the way of a reform which is regarded by thinking people everywhere as already overdue if the community as a whole is to keep abreast of the times in educational affairs.

The question might very naturally come up at this point as to who is to do all the work involved in looking into these several matters? It takes time to assemble facts, skill to interpret them, and money to publish them. How are these to be provided?

On first thought one might suppose that work of this kind might properly be carried on by the Department of Education. But according to modern theories of democratic government it appears that this is not feasible. The Department of Education in our system is merely one of the political departments of the government; and it seems not to be regarded as a function of government to mould public opinion. It is the function of government merely to satisfy the public demands as they arise. Leadership on the part of the government, even in the sense of creating a demand for a necessary reform, savors too much of autocracy to be acceptable to the modern democratic mind. Hence the responsibility for creating the demand necessarily devolves on other agencies; and this is as true, apparently, of activities such as education, which have been taken out of the hands of other agencies, and for whose management, and control the government has assumed the full responsibility, as it is of activities which are still under private control.

This creates a very difficult situation for education, and accounts in some measure, I feel sure, for the terribly backward condition of rural education throughout Canada. Historically, as well as in its essential nature and outlook, the small rural school district is a contemporary of the ox-team, the stage-coach, and the water-wheel. The ox-team has been displaced by the tractor, the stage-coach by the aeroplane, and the water-wheel by the hydro-electric. But the little rural district is still with us and gives no sign of even looking for an exit. There are many reasons for this, no doubt, but one of the most important of them is to be found in the fact that in our system of education, more especially of rural education, almost no provision whatever has been made for leadership.

It is not often that a good word is said for the system of the elected superintendent of schools. But this one good thing can be said for it, at least, that there is always some chance of a man getting elected who is

sufficiently interested in education to take his professional life in his hands and advocate reform. It is the easier for him to do this in that it is only his own life he is taking in his hands, not that of an entire government. Such a man was elected some years ago in the State of California. I was myself present at public addresses by this individual in which he fearlessly advocated school reforms of the most thorough-going sort, backing up his position by arguments that were not easy to answer. It is largely if not entirely due to educational leadership of this sort that California has to-day a system of rural education which is said to be one of the best to be found anywhere in the world. But this sort of thing can never happen in most of the Canadian provinces, even by accident. It is precluded by our theory of government.

Who, then, let me ask again, is to assume the expense, the labor, and the responsibility involved in carrying on a province-wide campaign of education in the interests of rural school reform? My only answer is to sum up in a word the point I tried to make in the early part of this article. This leadership must be provided, if it ever is to be provided, by the interested professional groups.

Education for Peace

MISS R. J. COUTTS.

AT the W.F.E.A. Conference there were delegates from a great many organizations interested in and devising ways and means of promoting international concord through the societies which they represented. These met in different buildings at the same time. The topic which caught my attention and constrained my steps was not that of any organized group—but of the Herman-Jordan Committee re education for Peace.

It was shortly after the meeting in San Francisco when the W.F.E.A. was organized that Raphael Herman of Washington City placed at the disposal of the new society \$25,000 to be used as a prize for the best educational plan mapped out for the development of the spirit of good will and the establishment of world concord. At the Edinburgh Conference committees to carry on work in accordance with this plan were appointed. The first of these was called "Education for Peace", and of this P. W. Kuo, Nanking, China, was the chairman.

This committee had entered into an extensive research re organizations which had been formed with the idea of promoting the will to peace. Of these they brought to light in Europe and America in the neighborhood of three hundred. An analysis of these societies had been made. They were found to be based on vastly differing opinions as to the fundamental causes of war, and in the method selected by which they hoped to bring about a peaceful settlement of international disputes. Not only was there a lack of agreement among some of these societies, but in instances actual conflict. The committee argued that before much progress towards world harmony could be made, those trying to promote it must try to proceed in the spirit of neighborliness, and if waste were to be eliminated and progress accelerated there should be a co-ordination of efforts of all these peace societies. This is the work which they purpose to accomplish during the next two years. For this purpose the committee will extend its membership and the scope of its activities. A truly international committee that will work from the standpoint of world

mindedness they will try to create. They will ask the co-operation of all these societies, and will endeavor to establish a clearing house for peace activities around the world. They will publish a directory of peace organizations everywhere, and will from time to time revise it. They will make a survey of the aims of these groups and of the programs through which they are working towards their objective, a warless world. They will ask all affiliated societies to appoint committees to co-operate with them in this work of education for peace. They will endeavor to set up a secretariat from which peace literature will be distributed world wide. From time to time they will publish bulletins giving the latest development in the peace movement which will be especially valuable to those who are carrying on study groups, and to teachers in schools who are trying to build up in their pupils a body of knowledge in regard to this phase of the peace movement.

In pursuance of the Herman-Jordan plan, there are other committees engaged in other branches of peace activities. The second is making research into the present course of studies and present practise in teaching history and other social subjects, with a view to revision of these where found necessary.

The third committee is instituting a research into the activities of youth which tend towards co-operative good will and inquiring re the means of incorporating a greater measure of good will into international contests in sport. The fourth studies disarmament and military training in schools, the fifth and last are collecting and arranging a body of knowledge re international disputes which have been brought to a peaceful settlement through arbitration or treaties of a similar nature.

The above glimpses the work of education for peace which the W. F. E. A. following the Herman-Jordan educational plan for world peace are endeavoring to get under way.

The Barnyard

HAYSEED.

HE that hath wife and children hath given hostages to fortune," wrote acon, perhaps mentally laying the blame of some pecuniary morass upon Lady Bacon's millinery. Modern society inclines to the more definite view that a man may be pardoned for a little thoughtless devagation into matrimony; but he is several kinds of a fool, "flying in the face of Providence," if he ventures to raise a family.

Such at least has been my reflection on looking over the teacherages which have been erected in many rural districts of Alberta with a view to securing teachers who shall participate as citizens in the community life. I am not now thinking of those outposts on our educational frontiers where the teacher is provided with a shack as an alternative to the breezy promiscuity of boarding with a new Canadian family in a one-roomed house. I have in mind eight or ten teacherages that I know, all of them in well-established settlements. All but one of them have a maximum of 120 square feet of bedroom space, the shining exception is a six-roomed brick-veneer residence with ample basement, furnace and built-in cistern, for which any upstanding teacher is willing to pay the reasonable rent demanded.

Let us examine the conditions at Chicken Dale. (The name is fictitious, the rest is true.) Chicken Dale is within thirty miles of Edmonton, a settlement so

prosperous that farms are worth \$65 to \$90 an acre—but nobody sells out there. Two years ago the Chicken Dalers decided to offer attraction in the shape of a furnished residence to a married male teacher, hoping to get a useful, permanent acquisition to the social life of the Dale. In this district of splendid farms and commodious homes they erected a three-roomed bungalow (20 by 20 I think it is). It's a neat little hat-box at that, until you delve into the inner mysteries. Go down into the dug-out cellar, where Mrs. Teacher keeps her sealers, milk, meat and vegetables, and you will find walls, joists and shelves covered with a luxuriant mould nearly two inches thick. The earth from the dug-out was shoved ingeniously away under the flooring. It has rotted the floor-joists through, and excluded all ventilation from the airshafts in the concrete foundation. (These, by the way, were solidly boarded up by the floor-joists within). Above, in the living room, you may turn up the linoleum and find it mouldy on the under side; which perhaps has something to do with Mr. Teacher's rheumatic foot. Going outside, you perceive that the site-selectors chose the only level spot on the grounds, and that this was also the lowest. In fairness it should be added that the present occupants of this house are doing all in their power to improve the conditions described.

As an example of good intention spoiled by shoddy execution, that house is a masterpiece. No farmer would build such a house for a permanent home. The rooms are too few and far too small. The location is hygienically awful. And so the residence fails in its main objective of attracting a permanent, trustworthy teacher. They come, see, and get out when they are sick of it.

It seems likely that the matter of teacher residences will come up prominently within a few years. Two-roomed rural schools are becoming numerous, and there is a corresponding demand for the type of man who likes country work, can teach VI to IX or X, and maintain good discipline, besides looking after the furnace, handling storm windows and doing a hundred other duties. The residence beside the school is, in such cases, as inevitable as the manse beside the church.

Come to think of it, an efficient rural teacher commands as much consideration as the general run of ministers. His services are fully as skilled, more exigent and far more closely checked up. The potentialities of his office are just as great; his dependents take up just as much cubic space; his own feet are just as susceptible to rheumatism or frost. Therefore what is not good enough for the minister, bless him, is not—and must not be admitted to be—good enough for the teacher.

I venture to hope that, in the good times which Alberta has begun to enjoy, our Government will once more take a hand in the provision of teacher residences, scrutinize closely the spending of moneys granted for that purpose, throw away those blue-prints which are inadequate, and see that due respect is paid to the domestic rights of the rural teacher.

• • •

WITH the advent of the Fall Term and the prospect of snow at any time (remember last election day) the rural and village teacher with no indoor play-rooms is confronted with the perennial nuisance of noisy, dust-raising, unedifying recesses.

Nothing is more irksome to me than the fifteen minutes of strained balancing between repressive orderliness and unleashed pandemonium. So far, however, as this school is concerned the winter recess problem has been solved by a modified form of association (i.e., round ball) football.

If I go to some length in telling of our schoolyard game it will be because in three rural schools I have found it a great game for both sexes even in hard winters; and because I have seen the game fizzle out ignominiously where an attempt has been made by a novice to administer the rule-book in one big dose.

All last winter the heavy snows were tramped down in our yard by enthusiastic "pill-harriers," and vast quantities of the Old Adam passed harmlessly into the ether that would otherwise have wrought havoc in lobby or classroom, or perhaps broken out in boils. So I pass on the game as we play it.

The goals, about fourteen feet wide by six feet high, are set at each end of the biggest rectangular area available; forty yards long is sufficient for a small group.

Sides are "picked up" formally, or one grade may challenge the rest. The motive of the game is that team "A" shall kick the ball through the goal which team "B" is defending and vice versa.

RULES.—1. None but the goal-keeper may handle the ball with any part of the forearm or elbow while in play; if he does, the opposing team has the right to a clear kick at goal from where the foul took place, with only the "goalie" defending.

A "goalie" may stop or hold, but not carry, the ball. It may be kicked from his hands.

2. If a member of team "A" plays the ball through his own goal, the goal counts against his side. If he plays it over his own goal-line (past his goal) the opposing player has a free kick from the nearest corner of the pitch to his own men grouped ten yards in front of "B's" goal.

3. If the ball is kicked over the fence on the side, the player who gets it may throw or kick it in at the nearest convenient point.

4. The offside rule may be simplified thus: A member of side "A" must not stand waiting for a pass in "B's" half unless the goalkeeper and one other player of side "B" are ahead of him.

5. If side "A" scores a goal, side "B" has a clear kick from the centre to start the game again. If side "A" plays the ball past "B's" goal, then "B's" "goalie" can take a clear kick from right in front of goal up the field.

6. Pulling, pushing or holding opponent with hands are all foul. See rule 1 for penalty.

(I don't teach "charging" because of the great inequality of the youngsters, and the participation of the girls. Footwork is the whole game.)

This statement of soccer might curdle the blood of a league player, but it has been the nursing game, in this crude form, of many a star player. Minimize the need of an umpire, cut away the formalities, and you have something the youngsters can grasp and manage without endless argument.

Don't bother to place anyone but the two "goalies." The idea of "back" and "up", centre or wing, will come of itself to the gang-leaders. Precocious Tommy will probably insist on having his geographical position precisely marked; tell him to go and help kick that ball through that goal. If Adolph paws after the ball with his hands, make him feel a poor "Sissie" till he learns self control. If Jack persists in standing offside, let him see that he is playing a "cheap-skate" game.

A little outlay of cash for a ball, and of patience in coaching, will quite easily establish a vigorous out-door activity before which the disciplinary problems of winter recesses will vanish away.

HAYSEED.

The Crossings of a Pedagogue

W. T. ROYCROFT

IN times of national excitement it is not unusual to indulge in fine writing and faulty generalization which betray a temporary lack of the saving sense of balance and proportion. At such times, under the influence of our emotions, we mistake the ideal for the real, and see the inhabitant of our own land a paragon of all the virtues and our own country the greatest country in the world. Pride of race, one of the most powerful of incentives, is then productive of nothing but frothy language and a false estimate of ourselves.

It is true that, in the course of centuries, the typical inhabitant of each of the older European countries has acquired one, or more than one, predominant characteristic which has become inseparably associated with him. The Scot is proverbial for his thrift; the Englishman for his sense of fair play. But the typical Canadian has not yet been evolved. Canada is to-day merely a melting pot, and the Canadian nation merely a nation in the making. So long as the nation lacks homogeneity, so long will the typical Canadian be non-existent.

When the typical Canadian does arrive, who, in his calm moments, will dare to acclaim him as an embodiment of all those virtues which go to make up a good citizen? What, after all, is the test of good citizenship? McMeeken says that the good citizen is the man (or woman) who pulls his full weight in the community in which he lives; and he is careful to add that those who are willing have to pull so much the harder because of those who are not doing their part. In all countries there are "people who are indifferent—people of ability, intelligence, and good health—who do not want to do their share of the world's work". As a matter of fact, few people in this world pull their full weight. Hence the average citizen of any country falls very short of perfection.

• • •

We are told that the senior pupils in public schools should possess dictionaries and know how to use them. I have often wondered why no one has written an article for the *A.T.A. Magazine* on the abuse of the dictionary. To many pupils, especially to those in foreign schools, the dictionary is often a hindrance rather than a help. Of all school exercises, possibly the most objectionable is the writing of meanings, taken at random from the dictionary, above countless words in selection after selection in the readers. Occasionally one of these annotated readers falls into our hands. Then we find, for example, that the eruption of Vesuvius was "the bursting forth of a kind of match"; that the untrodden snow lay on Linden, "a kind of tree"; and that the unremitting watch maintained by Columbus was an "unsending" watch. Not only are the meanings affixed to many words not those which they bear in the context, but time is also wasted in looking up and writing down the meanings of words which present no difficulty. All this useless drudgery must create a distaste for reading.

• • •

Those of us who, either from necessity or force of habit, scan the teachers' want ad. column usually come on advertisements which provide food for thought.

Scarcely a day passes during the midsummer holidays but we see that districts require teachers willing to do

janitor work. One secretary advertises for a teacher who "must do janitor work for use of shack on school grounds"; another for a "male or female who must do the firing and sweeping"; a third for a lady teacher at \$840 a year, who must do janitor work—and board a mile and a half from school. It is high time for all concerned to realize that to undertake these extraneous duties as a *sine qua non* to appointment is derogatory to the profession. *The Schoolmaster* declared it to be such twenty-eight years ago, and what was true in the British Isles then is equally true in Alberta today.

The advertisement column also shows that some school boards are unduly interested in the religious views of applicants. One secretary asks them to "state religion, if any." It is difficult to determine from the wording of this advertisement, the extent to which the religion of the applicants or their lack of religion may influence the board in making the appointment. The words "if any" suggest a school board with liberal views. On the other hand, the fact that religion is referred to at all suggests that it may be a deciding factor in the selection of a teacher.

Another secretary states that applicants "must be strictly Christian," but he forgets to mention the particular brand of Christianity most popular in his district. One wonders what religious tests will be applied by the grand inquisitors when the successful applicant arrives to take up work.

• • •

Just now there is an unusual demand for good disciplinarians. This is *prima facie* evidence that, during the previous school year, some schools were places of torment where effective work was impossible. The discipline is weak when the teacher does not possess that power of control and guidance which would enable him to make the most of the material placed at his disposal. But it must not be forgotten that, in many rural districts, outside influences undermine the teacher's authority.

The school board is often indifferent; sometimes, it is openly hostile. Experience teaches that the indifference or the hostility of a trustee is usually in direct proportion to his ignorance, and that the most obnoxious trustees are frequently men who have risen from a state of chronic poverty to one of comparative comfort. In some districts, indeed, the more unsuitable the candidate the better the chance he has of being elected to the school board. When elected, he becomes the willing tool of the worst element in the district; and his energies, which should normally find an outlet in making proper provision for the physical comfort of the pupils, are devoted to tactics by which he hopes to embarrass the teacher and nullify his efforts in the schoolroom.

The parents, too, are often blameworthy. Parental hostility or indifference and bad home training invariably lead to insubordinate conduct in the school. A child who has not formed the habit of obedience by the time he reaches the age of seven is a public nuisance, whether in or out of school; and for this his parents must accept entire responsibility.

The manner in which appointments are made also affects the discipline. When a teacher is selected for a position, not because of his qualifications, but for racial or family reasons, he cannot command the respect to which, by virtue of his office, he is entitled.

To sum up, the wording of an advertisement is often indicative of the attitude of trustees and parents, and thus it may sometimes serve as a warning to teachers on the lookout for schools to seek employment elsewhere.

Our Task

FRED S. WARREN, ROCHESTER, ALBERTA

PSYCHOLOGISTS claim that old fageyism begins at about twenty-five years of age, also that man is at the mercy of the association of his ideas. This explains why the majority of people are Protestant, Catholic, Hindu, Mohammedan, Brahman, Confucian, Liberal, Conservative, Republican, Democrat, Socialist, etc., etc. Wherefore it is exceedingly important that the tremendous power placed in the hands of the teacher be not misused.

What are we trying to do? The three "r's" is a bare minimum in the modern world. We need much more in the struggle for health, wealth and happiness.

The great need of the world today is not a gas-engine that will go one thousand miles per hour. The great need of the world today is not a signal to Mars nor a trip to the moon. The great need of the world today is a new mental outlook, a higher spiritual value, "absorption into Nirvana," "regeneration," "Christian Science," "spiritual significance of confirmation," "an Invisible King," "King of the Dark Chamber," "the Blue Bird," "a rose by any other name," "mental hygiene." We need a higher morale.

We must keep two things always in mind, our ideal, and the reality; our Castle in Spain and the grocery bill. We must dream and work for the time when war, poverty, crime and disease shall be abolished. Let us say fifty years hence. We must live this in school and indicate the way.

For crime the United States claim that ninety per cent. of crimes are committed by children of divorced parents. Russia reports hordes of diseased, wild children as the result of the attempted nationalization of women. To know the cause is the first step towards the cure. We would expect the shrewd business ability of our cousins to put a sliding tariff wall on divorce to build up the jail wall.

For the abolition of disease we must depend on the state doctors who will pride themselves not on cures but on the absence of disease in their districts.

Economically we must steer a middle course between extremes of capital and labor. We must encourage and reward individual initiative and enterprise (capitalism). The labor party cannot claim more than all the profits without killing the goose that lays the golden egg. The United States prosperity is founded on capitalism, prohibition and profiteering, a compound of good and evil. The greatest blow the Bolsheviks gave themselves and the world was to seize the czarist treasures but refuse to pay the debts, thereby destroying international credit without any compensating good. The winning policy for the labor party is to offer a more economical and more helpful platform to the mass of people than any other party.

The chief bogey man of the present, but a very real one, is the war god. Many fail to distinguish between the desire for peace and actually getting it, although there is no great difficulty in distinguishing between the desire for a million dollars and actually having it. It would be suicide at present for any one great nation to disarm completely.

There are three great powers in the world today, the Anglo-Latin, the Slav and the Yellow Race. The Anglo-Latins (Europe and America) have nothing to gain by war. The Slavs have nothing to gain by war unless it be to en-Slav the world. The Russians have not armies nor munition plants at the present time which could successfully drive through Europe. The

Yellow Race might gain Australia by a war but while the spirit is willing the battle-ships are weak. There is no possibility of China being able to undertake a world offensive for some time. Hence we have a few years to win the fight for peace.

What can be done? The radio and esperanto may contribute. A man who sells soap or jam uses bill-boards and advertises to create goodwill. Do we want peace that bad? We must get acquainted with our neighbors. When we realize that most of humanity is trying to pay the grocery bill and buy a few bricks for dream houses we are not so anxious to hate and kill. Why not get the League of Nations to start a wholesale international teachers' exchange? This may cost a few sacks of gold but will be an awful lot cheaper and much more comfortable than poison gas and "Big Berthas."

If the teachers of the world under the auspices of the League of Nations were given every seventh year to travel on full pay, we would have first hand ideas on language and geography, would be ambassadors of goodwill and world peace and have a broader mental outlook. If we had one thousand Canadian teachers who had spent a year in Russia, one thousand who had spent a year in China, one thousand who had spent a year in South America, and another thousand who had been in Europe, we would be much better informed, more broad-minded, more sympathetic and more cosmopolitan.

It is about as safe for a teacher to discuss religion as to play baseball with bombs in an ammunition plant. But it must be discussed. There are five large religious groups in the world, Mohammedan, Confucianism, Brahmanism, Hinduism and Christianity. The last is divided into three great branches, Greek Orthodox, Roman Catholic and Protestant. At present the Roman Catholics claim to be the most numerous. Some Protestants claim that the bulk of western progress has originated in their countries.

No matter what branch of the world's religions one may follow there are one thousand million human beings who do not accept these views. We may have a deep-rooted conviction that the American Dutch Reformed Chinese Re-United Plymouth Brethren is the one and only perfect church. We are justified in holding this view. We are justified in endeavoring to persuade everyone to accept these views. But we must also remember that over one thousand million human beings on this little planet have the same right to hold any view they please.

There is no quarrel between religion and science. It is one and the same thing. Whatsoever things are true will stand the test and we are not particularly interested in anything else. If our views are right they will be accepted, if not right we must change them. In regard to the monkey-man theory, we may say first, it has never been proved; second, if it ever should be proved we shall accept it, but cannot see that it has any important bearing on current religious problems.

Confucius, Socrates, Moses, Jesus, Abraham Lincoln, were religious giants. This understates what many of us believe, but we must remember the other thousand million. All progress appears to be based on sacrifice. The liberties that we have today have been paid for in the blood and sweat of past centuries. Our task is to make the world a better place to live in than we found it.

"On God and God-like men we build our trust,"

"If ye break faith with us who die,

We shall not sleep."

The A.T.A. Magazine

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BLAIRMORE SCHOOL BOARD LUCKNOW S.D.

Candidates selected for the above posts who are members of the A.T.A. are earnestly requested to apply for information to

JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
Imperial Bank Bldg., Edmonton.

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Editorial

THREE THOUSAND OF US!

THE Executive has adopted this slogan to accompany the most vigorous campaign for membership since the inception of the A.T.A. No time nor effort will be spared to reach our objective, and we venture to suggest that, if there be a measure of co-operation, energy, enthusiasm and determination exerted by the rank and file, the objective can not only be reached, but surpassed. It means but an additional five hundred members to those who are now in good standing; it means that only one out of every three teachers not now in standing must be induced to pay this year's fees.

* * * *

A CONSERVATIVE estimate has been made that the number of non-members who at one time or another have been on our roster of membership covers not less than 90% of Alberta teachers now technically outside the A.T.A. fold. These teachers are not opposed to the Alliance: usually they are non-members merely because they have never gone beyond the stage of "intending to remit their fees." This Province of wide spaces and sparse population makes the personal appeal in every case almost impossible for two reasons: great distances and expense of sending out a representative to every individual. Twenty-five inspectors giving their full time to the work find it impossible to guarantee a visit to every teacher every year; how much more therefore is it impossible for the A.T.A. staff to guarantee the same. There is a way to do this without incurring heavy travelling and other expenses of solicitation—Every member of the A.T.A. might assume the obligation of inducing one non-member to join. Principals of town and village schools are in the position to do more than anybody else in this regard.

* * * *

THE Alliance records show steady growth in membership since the inception of the organization in 1917. The reports of the provincial bodies affiliated with the Canadian Teachers' Federation show that the Alliance membership for the year just ended was larger than that in any province except Ontario. The current Alliance year should show the usual healthy growth. Indications that this is possible are not lacking. In spite of decreased attendance at the Easter convention in Edmonton, with consequent smaller enrolment at that time in the A.T.A., the General Secretary's report as on July 1st showed a larger enrolment than that of the same period of 1926. An active executive in the Summer School Local deserves credit and congratulation for the excellent membership secured in Edmonton in July.

The Alliance now enjoys the support of a large majority of members who need no reminder as to when

fees are due and payable, and who renew their membership from year to year without solicitation. Many of these fees are due in the fall months and their remittance as usual is to be expected. At many of the fall institutes and conventions an opportunity will be given to new members to affiliate with the Alliance.

* * *

WHEN one reviews the record of the success of the National Union of Teachers of England and Wales, and of the Educational Institute of Scotland, as shown by the accounts given by delegates from these bodies to the recent conference of the World Federation of Education Associations, it is most evident that many of the results obtained are to be attributed to their high percentage of possible membership. The movement for organization of teachers in Canada and in Alberta will be just as successful as increased enrolment warrants and the Executive makes an earnest plea for the loyalty and co-operation of these natural district leaders for their loyalty and co-operation in supporting energetically the biggest membership campaign in our history.

* * *

IT is probable that never since the inception of the A.T.A. has it been so necessary for the teachers of Alberta to speak with a forceful and unanimous voice. A complete revision of the School Act is under way with all its potentialities of advance (or set-back) to the teacher's legal status. Representatives of the A.T.A. expect to be called into conference, and their influence and success on behalf of the teachers will be proportional to the percentage of members to non-members of the Alliance. Pensions also are very much to the fore and high hopes are entertained that strong pressure in the right place this year may result in years of effort being crowned with success. The best way to give the Executive heart and confidence is to "Say it with memberships."

* * *

THE BOARD OF REFERENCE

"Edmonton, Alberta, September 10, 1927.

Hon. Perren Baker,
Minister of Education,
Province of Alberta.

Dear Sir:

The Board of Reference appointed by you under the School Act and Amendments thereto, consisting of Mr. Frederick H. Herbert to represent the School Trustees of the Province, Mr. Alfred Waite to represent the School Teachers of the Province, and Judge H. C. Taylor as chairman of the Board, to inquire into the dismissal of Miss Annie E. Depencier by the Trustees of the Bowden School District, Number 302, beg to report as follows:

Having carefully considered the evidence presented by the Trustees and Miss Depencier the Board are of unanimous opinion that the teacher has been very harshly and unfairly treated in the termination of her agreement, for the following reasons:

1. On March 28th, 1927, the Trustees were notified by the School Inspector of the existing conditions. Special emphasis was placed on the overcrowding and no blame was attached to the teacher in this report.

2. Bearing this in mind it would appear that it was the duty of the Trustees together with the Principal to make some

immediate attempt to relieve the difficult situation.

3. Judging from her reports we believe that under favorable conditions and with the sympathetic co-operation of the Principal, Miss Depencier was fully competent to carry out her duties efficiently.

4. In our opinion, the reasons given for dismissal have not been substantiated. We consider that the Trustees are not justified in giving any weight to complaints from parents or ratepayers unless such complaints are made in writing or formally presented in person, before the Board in meeting assembled. The petition of satisfied parents counteracts the force of these complaints.

5. The opinion of one trustee at any rate, with regard to the efficiency of the teacher, appears to have been influenced by his belief that she had been dismissed from her former school. Miss Depencier has been cleared of this stigma by the signed and witnessed statement of the chairman of this Board.

6. The report of the Principal is an apparent defence of his actions, which have been arbitrary rather than professional. His estimate of the teacher conflicts with that of the Inspector. In case of a clash of opinion with respect to the teacher's competency, it would probably be a wise policy for the trustees to allow their decision to wait upon the results of the Departmental Examinations; especially in this case it would have been desirable, because Miss Depencier's Grade VII pupils last year were her Grade VIII pupils this year.

7. In the opinion of the Board of Reference the teacher should be reinstated, and we regret that owing to delay in receiving this application, it was impossible to make this recommendation before the agreement terminated on September 6th.

(Signed) H. C. TAYLOR,
ALFRED WAITE,
F. H. HERBERT."

* * *

THE report of the Board of Reference after enquiring into the case of a Bowden teacher furnishes striking evidence of the justice of the A.T.A.'s plea that wider powers be given to the Board to obviate injustice. The A.T.A. passed a resolution at the last Annual General Meeting that the Minister be petitioned to amend the School Act so as to provide:

1. That in the event of the Board of Reference, after enquiry, coming to the conclusion that dismissal of the teacher would be unjust the Minister should have power, on the recommendation of the Board of Reference, to revoke the decision of the School Board and to reinstate the teacher.

2. That in the event of an appeal of a teacher for an enquiry by the Board, any action on the part of a School Board to place another appointee in the teacher's position be suspended until such time as the Board of Reference has delivered its findings.

Ald. C. L. Gibbs, M.L.A., our teacher representative in the House, made a stalwart effort to induce the Legislature to pass a bill providing these powers. The Bill was rejected by a narrow majority, the Minister of Education turning the scale in favor of the "Nays" on the ground that the trustees of the Province should first be consulted before he could decide to support it.

* * *

THE School Act now gives the Minister of Education power to reinstate a teacher summarily dismissed by a school board, which power has been exercised from time to time. We are at a loss to understand why there should be any reluctance, disinclination, aversion or qualms against administering the same medicine to school boards guilty of wrongfully dismissing a teacher by the more cold blooded, suspended execution at thirty days' notice. Injustice is none the less unjust and surely its revocation is none the less equitable by reason of the axe being poised above the victim's neck for

thirty days. What we could easily understand would be an inclination on the part of the Minister to avoid the decision to reinstate at all on his own initiative; we could well appreciate a readiness to place the onus of making a recommendation to reinstate on some impartial tribunal other than his own immediate Departmental officials.

* * *

AS far as we are aware, no "kick" has ever been registered by the Trustees' Association nor any other body against the Minister having power to reinstate (or the exercise of it) in cases of suspension or summary dismissal of the teacher. There is an apparent assumption that such power is only exercised in case of obvious injustice, and all fair-minded people (the majority of trustees amongst them) are prepared to let it go at that. Surely the assumption would be none the less apparent and generally be accepted without question were the same power given to the Minister with "thirty-day" dismissals.

* * *

THE Board of Reference consists of a representative of the trustees, a representative of the teachers and a court judge as chairman. It is just about as competent and impartial a body as could be conceived, and lovers of justice and fair-play would be prepared to accept without question its findings, without bringing into play any tortuous arguments about encroaching upon the rights, privileges and prerogatives of duly elected representatives of the people. We are of the opinion that by exercising their powers wrongly, publicly elected bodies not only commit wrong themselves but involve their electors in the wrong also: which makes the action doubly wrong. If this be granted, then there should be some brake applied when an illegitimate and unjust exercise of statutory powers by elected representatives is apparent. The Board of Reference should be the brake in this case, and the average rate-payer and sound educationist would endorse this opinion if he really understood school conditions in Alberta.

* * *

FOUR cases have been enquired into by the Board of Reference to date. In two, the Board recommended reinstatement of the teacher. This has not been done in either case, so a few observations are in order. Perhaps we should not place the whole blame on the school boards. Experience has shown that it takes considerable time to carry through a case. The dispute arises; the teacher must seek advice and have drawn up the statutory declaration and application for an enquiry; time is passing while this communication is in the mails. The Department of Education then forwards the declaration to the chairman of the Board of Reference; the chairman of the board must call a preliminary meeting of the members. After this, communications are sent to the school board, the

teacher, and probably others, asking for certified copies of documents, copies of minutes of school board meetings, etc. After all documentary evidence is in the hands of the Board, the members must decide upon a time and place of hearing to meet the convenience of all parties concerned. Then comes the enquiry itself, followed by a consideration of the evidence submitted (most likely another meeting of the Board) and lastly, the drafting and adoption of the formal report to the Minister at another meeting. Even then the case is not "through"; the Minister must finally find time to consider the report, order it to be copied and forwarded to both parties to the dispute.

* * *

IF every step in the procedure worked according to schedule: if there be no delays in the mails; no delays at the Department—a big machine, by the way, which is not required to suspend the usual routine procedure re documents in due process of consideration, "each in its turn"—one would be unduly sanguine to expect results from the Board in less than from three weeks to a month.

* * *

A GREAT deal may have happened during this time. The school board, being free to do so, most likely has appointed another teacher; the teacher has endeavored, perhaps with success, to obtain another school. Final results: the school board has an alibi for not accepting the recommendations of the Board of Reference; the teacher wonders "Aw! what's the use!"; the teaching profession receives another black eye; the Board of Reference is humiliated.

* * *

THE legislation, creating the Board of Reference, should be more than a gesture. Surely the Board should have powers to suspend action on the part of the school board, at least until such time as the findings are in the hands of both parties to the dispute. Then would the school board be in a convenient position to accept recommendations without urging the excuse that they could not wait beyond the thirty days before filling the vacancy; the teacher would be able to await the decision of the Board of Reference without undue risk of being left high and dry "without a job," and the Board of Reference would be able to fulfil the functions intended for it when the Act was passed, which functions are now rendered largely nugatory.

A change in the unit of administration from the small rural school district to a municipal school district would prevent possibly ninety per cent. of the unjust dismissals of teachers, but until the change is made conditions will not materially change. Nevertheless, the Board of Reference, functioning properly, and with adequate powers would do much to offset the disabilities now labored under by teachers in small school districts with respect to "family" quarrels, and incompetent judgment of the teacher's efficiency.

The Epidemic and the Teacher

(JOHN W. BARNETT.)

THE letter copied below is typical of a number which have been received by the Office of the Alliance:

Dear Sirs:

My school has been closed for nearly two weeks on account of the Epidemic of "Infantile Paralysis."

The Secretary of the District objects to paying me for the time I have been idle. He also says I had no right to leave the district and that is another reason for not paying me my salary.

Am I entitled to payment in full for these days?

Yours truly,

Member.

By reason of our experiences during the 'flu epidemic this kind of letter comes without surprise; in fact we rather expected it, and we look forward to receiving from teachers complaints galore, and from School Boards of a certain "beat-the-teachers" type, all kinds of facetious attempts to evade compliance with Section 199 of the School Act, Subsection (1), paragraph 5 of which reads as follows:

".....a teacher shall be entitled to salary for days.....during which his school is closed by order of a duly qualified medical practitioner, or by the Board, on account of the existence within the District of an actual or threatened epidemic of disease, but not exceeding in all thirty teaching days in the school year."

Readers will note that payment of the teacher during these days is mandatory and without any strings or conditions attached thereto. If the school is closed in compliance with this section of the School Act, the School Board has no option in the matter, the teacher must be paid. There is nothing stated or implied in section 199 of the School Act nor in section 202 (Duties of Teachers) that a teacher is compelled to reside within the School District; and the fact that a teacher leaves the district during an epidemic period does not in any way prejudice his right to salary. If the order to close the school was for a definite period, then all that can be required of the teacher is to appear at school at the time fixed for re-opening, prepared to carry on with the work of teaching. If, on the other hand, the school is closed for an indefinite period, the obligation rests upon the teacher to keep in touch with the school board, not the school board with the teacher, so that duties may be resumed promptly at the time and date fixed for re-opening. The question then arises whether or not the teacher's right to receive salary is affected by one of the following conditions:

(1) The newly-engaged teacher is under agreement to open school on a given date. Before the teacher commences duties the school is closed for epidemic.

(2) A newly-engaged teacher has not signed the prescribed form of agreement. He was regularly engaged by resolution of the board and (as is generally the practice, inadvisable though it be) the signing of the prescribed form of agreement was laid over until the teacher commenced duties.

In our opinion the teacher's right to receive salary would not be affected in either case. When a teacher is under agreement as teacher with a school board he is actually engaged and in the service of the school board, irrespective of whether or no he had actually commenced teaching. Also, the Morrison vs. Castle Hill case showed

that if a teacher was regularly appointed by a school board who then go back on their arrangement, the school board is obligated to take the teacher into service or be liable in damages for misrepresentation.

The fact that the school was closed for epidemic would not be accepted as a valid excuse for refusal to allow the teacher to enter the service of the board.

Other queries arise with respect to the interpretation of this part of Section 199:

(1) When is the school board required to pay the salary for the epidemic period?

The school board is required to pay the teacher at the end of each month just the same as if he were actually teaching the school, provided of course, that the total period does not exceed 30 teaching days. The board is not entitled to hold over payment until the end of a year's service.

(2) Is the thirty days' pay provided for dependent upon the length of time the teacher has been in the service of the board?

The thirty days' pay is not dependent upon the duration of the teacher's period of engagement, as is the case with sick pay (Section 200 of School Act). The teacher is entitled to draw pay for the whole period of closing up to thirty days irrespective of whether he has been in the service of the board at the time of closing, for one day, one month, six months or a year.

(3) If the school be closed on more than one occasion during the year, would the teacher be entitled to pay for more than thirty days for each period?

School Year is specifically mentioned in the Act, i.e. January 1 to December 31 inclusive. If a school be closed between September 1 and December 31 and again between January 1 and June 30, the same teacher could claim pay up to thirty teaching days for each period, because the two periods of closing would be in two different School Years. If, on the other hand, the school were closed on more than one occasion between January 1 and December 31, the same teacher could not legally claim pay for more than thirty teaching days' salary throughout these two or more enforced vacations. Suppose, however, that during a calendar year, the board changed teachers, one is in their service when the school is first closed and another when the school closes a second time. The board would be obliged to pay each teacher, up to a maximum of thirty teaching days.

* * * *

It has been suggested that the teachers of Alberta should teach overtime, forego some vacation, teach on Saturdays or legal holidays to make up for the time lost. We desire to make the teacher's position perfectly clear in this matter. The scourge that has visited us has probably been more distressing to the teachers than any other section of the public. The normal person is most unhappy during times of unemployment and teachers are no exception to the rule. They are the most interested in the advancement and educational and spiritual welfare of the pupils. They are in a better position than anybody else to appreciate the disability accruing from the enforced closing of schools, and school boards and public should surely trust them to adopt all reasonable means to watch the interests of their pupils. However, a horse may be dragged to the water trough but cannot be forced to drink. The teacher's position is analogous;

they can not be forced to drink at the trough of those whose attitude is: "These teachers should be forced to pay back measure for measure any time of laziness for which they have been paid." Maybe things are not expressed quite so bluntly, for their real sentiments are camouflaged by expression of anxiety for the suffering, handicapped children, etc.

The School Act (Section 181) provides as follows:

181. (1) School shall be held from nine o'clock to twelve o'clock in the forenoon and from half-past one o'clock to four o'clock in the afternoon, standard time, of every day, not including Saturdays, Sundays and holidays, but the Board may alter or shorten the said school hours upon receiving the permission of the Minister."

The Minister has power to *Alter* (N.B. not lengthen) or *Shorten* the school hours; that is, he may approve of the changing of the opening hours from 9 a.m. and 1.30 p.m. and the closing hour from 12 noon and 4 p.m. but only an Act passed by the Legislature itself can extend the hours of teaching beyond 5½ hours per day. And the same holds true of teaching on Saturdays, Sundays and holidays. There is nothing to prevent the teacher teaching overtime of his own free will, or teaching on Saturdays and holidays, but attendance of pupils during such times can not be made compulsory. Neither can a teacher under any circumstances claim salary under the School Act for work after school hours, Saturdays or during holidays.

Those whose memories revert to the 'flu year are by no means unanimous in the opinion that the continuing of school during Easter week, overtime teaching, and super high-pressure driving of students to make up for lost time, benefitted anybody.

The amount of intellectual work covered by anyone cannot be measured in terms of the number of teaching hours. It is not a mathematic matter measurable by a yard stick, for the elements of fatigue of body and mind factor very largely in any attempted calculation. A tired child is not mentally alert and is incapable of absorbing instruction, even if it be assumed that a teacher after a full day's or week's work continues tireless and physically able to resist fatigue.

It is not merely an arbitrary arrangement that schools operate during certain hours each day five days a week, and that certain holidays are provided for; it is a question of educational and physical efficiency. A child who has been kept concentrated on study for 5½ hours a day has absorbed just about as much as he is capable of absorbing in one day, quite as much as can be reinforced by a reasonable amount of homework. Indeed, it has been proven that unduly long terms without the facilities for mental and bodily recuperation which vacations provide, actually lowers rather than raises the standard of efficiency of the student.

Tired pupils and fagged (consequently irritable and impatient) teachers are obstacles to efficient work and a happy classroom atmosphere. It is seriously open to question whether or not overtime work in the classroom is waste, or worse than waste time. The chores must be done anyway, and any encroachment upon the pupils' free hours after school or on Saturdays means either less homework or less recreation—and in its final result—"burns the candle from both ends".

It appears to us that the two weeks' enforced closing of schools can be adjusted largely by a little more co-operation with the teacher on the part of parents in ensuring that homework is a little more earnestly and thoroughly done. Perhaps it might not be out of place to suggest that slight deletions from the course of studies in certain subjects might be made by the Department of Education thereby maintaining the examination standard, but lessening the amount of work to be covered.

MEN'S LOCAL—PUBLIC SCHOOL TEACHERS' ALLIANCE, CALGARY

Quite a number of our members spent a part of their holidays in study. Reg. Fuller, Hugh Bryan, Dick Watson, Collier Maberley and R. D. Webb (the last two of High School) attended Queen's Summer School, and drove back in Mr. Fuller's new car. Messrs. Verge, Badcock and Irwin attended summer school in Edmonton.

Les. Cook is in London this year through the teachers' exchange system, and will no doubt have a very interesting season. Captain Hinton, musical supervisor, spent the summer in London, England, studying an advanced course in music. He was successful in obtaining his A.T.S.C. degree. He reports lots of work, but a fine trip.

Harold Panabaker was "dude wrangling" on a big ranch in Montana for two months. Several teachers were at Sarcee Camp for short courses. Ernie McGregor, George Lunn, Wm. Brock, Walter Webb, and Bob Yeates were among those taking elementary or advanced courses there.

Capt. Ferguson was in Ottawa in connection with the Dominion rifle meet. The following were marking papers in Edmonton: Messrs. Florendine, Speakman, Cook, Freeman, Colwell, Van Volkenburg, Norton, Sinclair.

Several went on auto tours, Mr. Foster going to San Francisco, Capt. Flood to Portland and Earl Bickle to the mountains. R. L. Harvey, Art Supervisor, spent several weeks sketching around Banff.

The percentage of A.T.A. membership among public school men last year was over 90%, and the executive anticipates an equally good or better showing this year. The number of members who regularly attended all the general meetings of the local was also gratifying, indicating a lively interest in the Alliance work.

NOTICE

CHANGE OF ADDRESS—A.T.A. MAGAZINE

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THE EXECUTIVE OF THE A.T.A. HAS DECIDED ON A VIGOROUS CAMPAIGN FOR NEW MEMBERS AND WE ASK YOU TO ADOPT

The Slogan

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This means THREE THOUSAND A.T.A. MEMBERS before the next Easter Annual General Meeting. Send us in any suggestions for planning the campaign.

Are you interested in what the Executive of the A.T.A. is doing?

HERE IT IS:

- I. The Executive has decided that the A.T.A. does not belong to the President, nor to the General Secretary-Treasurer, nor even to the Executive of the Organization, but rather, that the A.T.A. belongs to **EVERY MEMBER**. And it does not matter whether that member be a member at large or a member of a small or of a large local.

THIS MEANS THAT

EXECUTIVE

YOU

- | | |
|---|--|
| 1. The Executive is to serve YOU . | 1. You are to keep the Executive informed of your wishes. |
| 2. The Executive has limited responsibility . | 2. You have the real responsibility . |
| 3. The Executive will collect , compare and, as far as possible, reconcile suggestions , investigate complaints, etc. | 3. You are to furnish the suggestions, point out the shortcomings, etc., to the Executive . |
| 4. The Executive will provide the machinery for forward movements. | 4. You must use the machinery. |
- II. The Executive has an active Pensions Committee at work and hopes to show tangible results before long.
- III. Much legislation affecting teachers is in prospect. The success with which the A.T.A. endeavors to safeguard and promote the cause of the teacher depends largely on the percentage of teachers of Alberta who are **Members of the A.T.A.**

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I agree to pay the proper membership fees, and in all other respects to conform to the rules and regulations of the Corporation.

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OUR TEACHERS' HELPS DEPARTMENT



OUR CORRESPONDENCE COLUMN

"G.D." writes asking for suggestions as to the teaching of Geography in Grade V. We have pleasure in submitting the following for which we are indebted to two good friends who have been eminently successful in this work.

Grade V.—Geography Hints

(Particularly adapted to the use of teachers with several grades.)
1. Always make an outline of the year's work in Geography. Leave June free for review.

2. Use the globe and maps to illustrate such terms as gulf, plateau, river system, etc. Then give a complete list of definitions to be written and learned. (We have found that much interest in this work can be aroused by asking the children to note capes, gulfs, plateaus, etc., in miniature in their own district; as also something of how such are formed by noting the effect of storms immediately after they occur.)

This would do quite well for the first lessons from Grade IV up.
3. The next lessons for this grade consist of the water and land divisions of the earth's surface: oceans and continents, with special attention to North America—the relative size and positions. For this latter purpose especially the globe is essential.

4. Now introduce the barriers. What is a barrier? Mountains, deserts, ice-fields, etc. Where are the barriers on the map? Teach only outstanding ones, using their names.

5. Using maps, teach zones, names, relative positions, axis of earth; then the characteristics of each zone; very cold, moderate, hot; animal and plant life common in each, the races of people according to color in each. Zoo pictures of animals may be used, and cheap prints of races can be colored for practical use here. Draw maps and have pupils do the same.

6. Now introduce the flat map of the world. Show its relation in form to the sphere. Then proceed with the teaching of (a) Why the earth is a suitable home for man; (b) The relative moisture of the zones; (c) The temperatures of parts in the zones; (d) Fertile soil areas in the zones; (e) A final comparison of the continents as to size, location, general outline, etc.

N.B.—The above may well be a full term's work (September to December). Much of it can be derived from pupil's general knowledge. Proceed slowly and thoroughly rather than taking seemingly easy steps too quickly.

The second term's work covers a detailed study of Alberta:

7. Draw several outline maps of Alberta on light colored wrapping paper. Keep one for an outline map, putting on it only the boundaries and distances, and perhaps the four divisions of the province: viz., timber land, park land, prairie land, and foothills. A second map may be used when teaching drainage, a third for natural resources, a fourth for railways, and so on. These maps are of the utmost use in review. The pupils should have a corresponding series, of course.

8. The Department of Agriculture issues a booklet, "Survey of Alberta," containing information about all essential points and provides excellent material for seat study. Get the student's parents to write for a copy to the Minister of Agriculture, Edmonton. Each pupil should have a copy, as also the C.P.R. and C.N.R. railway guides. For the teacher there are a number of books that can be had for the asking. We mention the following: "The Alberta Book" issued at the Department, Edmonton, gives accurate information; the railway companies have many attractive booklets on rail and auto trips; the Department of the Interior, Publicity Dept., Ottawa, also publishes a number of pamphlets and books.

9. In teaching natural resources many teachers have found it very helpful to have samples of various products pasted right on the resource map. The pupils appear to enjoy doing this work in the dinner hour, so that it need not take time in school.

10. Have the pupils collect pictures, articles and advertisements portraying the chief industries of various centres.

11. The Course of Study outlines the auto trips thoroughly. Try to keep these and the railway and boat trips informal and full of interest, with enough new detail in each case to avoid monotony. Make them real trips. Use the outline maps for these, cities and towns, their locations, importance, etc., will be taught here as each trip is taken.

12. In teaching drainage systems: (a) Always follow a drainage system to the body of water into which it empties; (b) Make sure that the class understands the meaning of "Drainage Divides," and have the pupils put in these heights of land before placing the river systems.

13. Teach the scheme of survey of land in Alberta, draw map to scale, pupils the same, township map.

Review of Alberta: Can be taught with the maps of which the students have now a complete set made by themselves. They should now be able to draw an outline map of Alberta to scale in at least one to three minutes. Review lessons on drainage

systems; elevations; towns and cities; railroads; prairie, dry, irrigated, semi-wooded and timber areas; mixed farming, grain farming, ranching districts; mining, oil and gas and tar sands districts; trapping areas, park reserves, etc. All should appear on the maps in various schemes to suit the occasion.

TEACHERS' HELPS DEPARTMENT

The Director's name and address are: S. J. Dymond, 0912, Boulevard, N.W., Calgary. This was given incorrectly in the July issue, and if any of our friends have written since then the letter has not been received.

Any communication to be dealt with in the ensuing issue of the Magazine must be in the Director's hands prior to the 20th of the month.

Will our friends, who helped us so much last year, please notify the Director of any change of address?

This month we continue the "Outline of the Course" for November, and publish work for Grades I-V, taken from the Calgary daily press (see below), and for Grades VI, VII and VIII. Our grateful thanks for the contribution on "The Italian in England," for Geography work for VI and VII, etc.

OUTLINE OF COURSE FOR NOVEMBER

I.—Arithmetic

Grade I: (a) Counting 1-50; (b) Recognition of groups that make 6; (c) Recognition and making of symbols: 2, 3, 5, 8, 9, 10; (d) Counting backward from 10.

Grade II, November and December: (a) Teach one more and one less than the doubles with subtractions.

(b) Writing and recognition of symbols to 1,000 with place values.

(c) One-half orally with objects.

(d) Teach foot and yard.

Grade III: Multiplication within notation limits by 10, 5, 2, 4. Complete subtraction within notation limits.

Grade IV: (a) Begin multiplication by two or three figures, checking same by reversing multiplier and multiplicand, and by dividing product by factors of multiplier.

(b) Teach denominate numbers in pints, quarts, gallons, pecks and bushels, and give problems in same.

(c) Teach notation to millions.

(d) Teach Roman notation and carry the same on throughout the year.

(e) Stress rapid calculation in multiplication by one figure.

Grade V: Subtraction and division of denominate numbers.

Grade VI: As for October. See September magazine.

Grade VII: November and December: Reading and writing of decimals, addition and subtraction of decimals, problems involving above and denominate numbers. Constant practice in estimating results.

Grade VIII: Taxes, insurance, cheques.

II.—English

Grade I: Canadian Reader, Book I: Read to p. 21. Drill: she called, I will, not I, you would, you shall, who will, they did, she did. Phonics: e, th, ar, w, y, ay, ai, ch, er, v.

November and December: (a) Memorization and dramatization of the following: (1) Bobby Shaftoe; (2) The Old Woman Who Lived in a Shoe; (3) Little Jack Horner; (4) A Christmas poem; as "Away in a Manger"; (5) An optional rhyme or poem; (6) Curly Locks; (7) Sing a Song of Sixpence. (b) Retelling by pupils and dramatization of a short Christmas story. (c) Fewer informal conversations and more attention to the development of the "Sentence Sense," using topics as suggested for conversation in September and October (see last issue). (d) The teacher may now write some of the sentences, obtained from oral work, on the blackboard, drawing attention to the capital at the beginning and the period at the end. Other illustrative material may be used for this also. (e) Drill on the correct use of "did" and the sounding of the final "d" in such words as "and," "hand." (f) Story-telling, or reading by the teacher of the following stories: (1) The Gingerbread Boy; (2) Chicken Little; (3) The Little Fir Tree; (4) Baby Moses; (5) Nature Stories.

Grade II: (a) Reading: Oral: (1) The Jackal and the Alligator, (2) Gray and White, (3) Country Mouse and City Mouse. Silent: (1) The Reason Why, (2) The Two Kittens. (b) Memory: (1) The wind, (2) My Bed is a Boat. Optional: Boats Sail on the Rivers. (c) Literature: (1) David and Goliath, or (2) Hare and the Tortoise.

Grade III: Literature: A Frog Prince. Memory: A Japanese Lullaby. Stories: Reynard, the Fox. Reader: pages 55-84. Dramatization: To be selected. Supplementary reading: Winston Reader or similar book.

Grade IV: Silent reading: The Living Line, The First English Singer, Three Trees. Oral reading: The Frost, A Boy Here; Alice, the White Queen. Literature: King Arthur's Sword; The Incheape Rock. Literary Pictures: Lady of the Lake; Jack Cornwall on Duty. Memory: In Flander's Fields; Sweet and Low. Supplementary reading: Cyclops; How Odin Lost His Eye; The Hammer of Thor.

Grade V: Literature: Treasure Valley. Oral: Up the Ottawa River. Silent: Lief Erickson. Supplementary reading: See September Magazine. Character Study: Verendrye, Gluck. Memory: Canadian Boat Song.

Grade VI: Literature: Sherwood; O! Captain! My Captain! Memory: In Flander's Fields; Love of Country. Oral: The Coyote; Gulliver in Giant Land. Silent: The Rescue; On Making Camp. Dramatization, story telling, supplementary reading, see September Magazine.

Grade VII: Literature: Treasure Island (Coming of Long John Silver); Belshazzar's Feast. Memory: A Country Boy's Creed. Silent: (1) The Hippo Hunt; (2) Lamb's Tales from Shakespeare (optional). Oral: The Coming of Long John Silver; For Remembrance.

III.—Writing

Grade I: Teach c, o, a, d, g, q, y, j. Combining of letters, as: me, in, an, am, ee, oo, etc., should begin in this month. Making of the symbols: 2, 3, 5, 8, 9, 10.

Grade II: Thirteen capitals: D, C, E, A, O, K, P, R, B, I, J, T, F.

Grade III: Practise bottom curve, i.e., for letters L, D, Q. Then teach the letters.

Grade IV: Small letters: a, d, g, q, c, o. Capitals: Q, Z, X, G, D, T, F.

Grade V: p, j, y, g, f, z. V, U, Y, W, I, J, S, G, T, F, X, Z.

Grade VI: See September Magazine and t, a, r; G, S, D; 7, @.

Grade VII and VIII: See September.

IV.—Language and Composition

Grade II: (a) Composition: (1) Copy a one-sentence letter written on blackboard. (2) Teach use of question mark.

(b) Dramatization: Chicken Little (Alexander Reader, Book I).

(c) Reproduction: The Snow Blanket (Canadian Reader, Book II).

Grade III: November, December and January: (See September issue).

Oral: Stories of at least three pictures. Continue reproduction of stories. Conversation lessons.

Formal: Abbreviations of day, month, and denominate numbers used in Arithmetic. Correct uses of hear, here; those, them; may, can; a, an; gone, went; broke, broken. Pronunciation drill on words frequently mispronounced. (See "Course.")

Written: Children should be able to write three well-constructed sentences on given topics. Word building exercises, words ending in -igh, -ough, -other, -ance, etc. In December teach letter as a problem for Christmas (Letter to Santa Claus). Give long words or phrases and have pupils use these for word building exercises. (See "Course," p. 61.)

Project: Make a book and copy in it the best compositions.

Grade IV: (a) Formal lesson on the use of the dictionary.

(b) Lessons in which not more than six new words are taught.

(c) Oral and written compositions: Suggested topics: A Surprise for Mother; A Wounded Bird; Spending a Nickel.

Grade V: (See September issue): Abbreviations and contractions.

Grade VI: See September issue.

Grade VII: One paragraph: Oral, written.

Grade VIII: See September issue.

V.—Grammar

Grade VII: The object. (The idea of Active and Passive.)

Grade VIII: See September issue.

VI.—Spelling

Grade II: Third column: 42 words, two-word families.

Grade III: See September issue.

Grade IV: See September issue. Also Grades V, VI and VIII.

Grade VII: November and December: (1) Grade VII "First Term" words, "Course," p. 114. (2) Grade VII "Words often confused," p. 115. (3) Grade VII "Supplementary "words," p. 122, down to "Military."

VII.—Elementary Science

Grade I: Birds, their warm clothing, flying, flocking, twittering. (Some fly, others swim. Main activities; flying away for winter; some remain all winter: feeding of winter birds.)

Animals: Kitty at home and what she does; her naughtiness in chasing birds; the dog as a playmate; interesting stories of our dog. Other pets: The cow gives milk; the horse works hard; sheep; the pig; different calls of these animals. Stories.

Grade II: (a) Domestic animals as per "Course." (b) Pets: food, protection and care, humane stories, stories of animals.

(c) Weather calendar. (d) Moon, its changes. (e) Sun, observations of its positions at regular intervals: Stories of sun and moon.

Grade III: Nature Study: (1) The migration of birds. Their flying in flocks, ducks and geese, cow-birds and crows. Study of ducks and geese. (2) Muskrat. (3) Common field mouse. (4) Transportation, etc. See "Course."

Hygiene: Clothing and fresh air: (1) Proper winter clothing; (2) Correct breathing; (3) Sleep ventilation.

Grade IV: Nature Study: Two winter birds. Seasonal changes affecting food, clothing and occupation of the people. One fur-bearing animal (wild). Evaporation, condensation, frost. How trees prepare for winter.

Geography: Importation: apples from British Columbia; grapes from Ontario. Astronomy.

Hygiene: Clothing, food, play, rest, sleep.

Grade V: Nature Study: Name the common birds that may have been seen in the district and discuss some things that are characteristic of them. The snake and its habits; how it crawls, eats; what it eats, its scales and sloughing; where it spends the winter.

Spiders: The peculiar structure of the spider; how it spins its web, how it can crawl along the web without being entangled; the patterns of web it makes. Stories about spiders.

Geography: Zones. Plant and animal life of the zones. Elementary ideas of longitude and latitude.

Hygiene: What bones are composed of; mineral matter of which lime is the chief. The change of bone from gristle to hard bone as one grows older. Joints: finger and wrist, elbow, shoulder, back-bone, hip, knee, foot and toe, cartilage between joints to serve as pad. Bone fractures, and what to do. Dislocations, sprains, their care and treatment. The importance of good posture for a growing skeleton. Effect of tobacco upon the growing skeleton of the child.

Grade VI: Nature Study: (1) Vegetables and grains: correlate with study of Geography in study of Western Canada, and their value there. (2) Air, as per "Course."

Geography: November, December and January: Canada complete. As a whole and by provinces.

Hygiene: November and December: The Normal Pulse. A weak heart and precautions one should take. Symptoms of a weak heart. How to tell when arteries and veins are cut; what to do in each case. Prevention of infection of a wound. Devices to prevent infection. What to do in case of nose bleed.

Grade VII: Agriculture: No. 2: Legumes.

Hygiene: See under October, last issue.

Geography: Finish general study of Eurasia as per "Course."

Grade VIII: Agriculture: Leguminous Hay Crops.

Hygiene: Circulatory System. What to do when a vein is severed. Fainting.

Geography: Canada.

VIII.—Citizenship

Grade II: Habit of courtesy, p. 128. Conduct during singing of National Anthem. Thanksgiving, gratitude. Armistice Day.

Grade III: Thanksgiving; Armistice Day; Community Life; Sense of Responsibility; (Sec. G.); Cleanliness; Stories.

Grade IV: Discuss the following topics: (1) Thanksgiving, Armistice Day, Holidays for Children. (2) Public Safety, Public Health. (3) Stories on Humanity. (4) History: Armistice Day.

Grade V: Sense of Justice in recognition of necessity for restraint and punishment. Beowulf, St. George.

History: La Verendrye, North West Co.

Grade VI: History: The Crusades, Richard I, Robin Hood and Langton. Civics: Police Courts.

Grade VII: November and December: Part II, p. 138. "Course." September to December: In the Civics section (a), (b) and (c) inclusive.

Grade VIII: See September issue.

IX.—Art

Grade I: Exercise VII. To illustrate simple rhymes as "Jack be Nimble," "Little Miss Muffet," etc., using stick-laying and line action, figures with suitable surroundings in line. Four weeks' work.

Grade II: To make paper furniture for living room.

Grade III: (1) Complete Exercise II, the landscape problem begun in October.

(2) Commence printing of alphabet as preparation for Christmas card in exercise IV.

Grade IV: Exercise II, continued. Picture study: Mother and Daughter.

Grade V: Exercise III: To construct a booklet to correlate with history as "Local History" or a "Picture Study" booklet for the pictures of this grade; including making of a book of three signatures, decorating cover, illustrating and writing up local history. Five weeks.

Grade VI: Section 8: Stencil used for lamp shades.

Grade VII: (1) Design for book covers. (2) Poster: teach carrying power of colors. Color chart. (3) Picture Study: "Return to the Farm."

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"I saw your name in the A.T.A."

Grade VIII: Decorative composition. Review of color theory, see example II, p. 138, "Course." Picture Study: (Decorative Composition) "By the River," Lerolle.

While the schools have been closed in Calgary in the face of a threatened epidemic of infantile paralysis, the teachers of the city have been compiling daily work in Grades II-VIII for publication in the Calgary daily press. We publish some of this work here in the hope that our teachers will find it of considerable use.

Grade I

1. Fold square of plain paper into sixteen squares. In each square place the letter "m." This may be continued with other letters of easy formation as "i," "w," "t," "n," "r".

2. Cut from a magazine or catalogue, one shoe; two oranges; three boys; four girls; five automobiles. Paste these pictures in groups onto paper and place number underneath group.

3. On magazine page place a circle around each word that says "the".

Grade II.—Language

Can you finish these stories? If you can write them:

- (1) I cut my meat with a _____
- (2) I eat my pie with a _____
- (3) I stir my milk with a _____
- (4) I brush my hair with a _____
- (5) I wash my hands with a _____
- (6) I walk with my _____
- (7) I see with my _____
- (8) I hear with my _____

Grade II.—Literature

Learn by heart this little rhyme:

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven
And overtops the trees,
And builds a road from earth to sky
Is prettier far than these.

Grade II.—Art

The bridge in the heavens is the rainbow. All the little fairies who live in the sky cross this bridge on their way to earth. See if you can draw the rainbow bridge.

Grade III.—Composition

1. Write one question having at least six words about each of the following: A horse; a book; an orange; a river; Jack Frost.
2. Fill in the blank spaces in the following sentences with **is** or **are**:

- My pencil _____ in the box.
_____ you going home now?
The boys _____ playing baseball.
Where _____ your new exercise book?
John and I _____ in the same class.

3. Write questions beginning with the following words. Ask somebody to help you correct them. Be sure you put question marks (?): am, was, is, does, do.

Grade III.—Phonics

Write all the words you can ending in ay, such as: may, play.

Grade III.—Literature and Memory Work

THE ELF AND THE DORMOUSE

Under a toadstool crept a wee elf
Out of the rain, to shelter himself.

Under the toadstool sound asleep
Sat a big dormouse all in a heap.

Trembled the wee elf, frightened and yet,
Fearing to fly away, lest he get wet,

To the next shelter maybe a mile!
Sudden the wee elf smiled a wee smile.

Tugged till the toadstool toppled in two,
Holding it over him, gaily he flew.

Soon he was safe home, dry as could be,
Soon woke the dormouse: "Good gracious me!"

"Where is my toadstool?" Loud he lamented,
—And that's how umbrellas first were invented.

1. Read this story and ask for help with the words underlined if you cannot read them. Answer these questions:

- (a) What is a toadstool? (b) What is an elf? (c) Why did the elf creep under the toadstool? (d) What did he find there? (e) How far away was the next shelter? (f) What did the elf decide to do? (g) What did the dormouse say when he awoke? (h) What does invented mean? (i) Who, then, first invented an umbrella?

2. Learn as much of this story as you can from memory. Perhaps you can learn it all.

Grade IV.—Four Tests

A. Arithmetic

Write "6 times" table. Study it until able to repeat without mistakes.

$$\begin{array}{r} (1) \quad 73986459 \\ \times 6 \\ \hline \end{array}$$

$$(3) \quad 6)724781124$$

$$\begin{array}{r} (2) \quad 84096753 \\ \times 6 \\ \hline \end{array}$$

$$(4) \quad 6)173762850$$

(5) Make your own adding questions with three figures across and eight down.

(6) Subtract:

$$\begin{array}{r} 760012 \\ 196418 \\ \hline \end{array}$$

Check answers.

- (7) How many chairs at \$6.00 each, can be bought for \$84.00?
(8) There are 389 pupils in each of six schools. How many are there altogether?

B.

1. (a) Write in Roman numerals: 97, 86, 15, 39, 48, 72, 89.
(b) Write in words: 6284, 17862, 27006, XLVI, XCIX.
2. Add the following: One hundred and seventy-six; two thousand six hundred and one; nine hundred and fifty-eight; three thousand and seven; eighty-five; sixteen thousand and four; nine hundred and forty; one hundred and fourteen.

$$\begin{array}{r} 4. \text{ Subtract: } 430326 \\ 372188 \\ \hline \end{array}$$

$$\begin{array}{r} 594268 \\ 273859 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \text{ Multiply: } 92876 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8762895 \\ \times 6 \\ \hline \end{array}$$

$$5. \text{ Divide: } 4)80642$$

$$8)32508$$

C.

1. Write in Roman numerals: 465, 948, 1927, 694, 2849.
2. Write in words: 600,001, 1,720,300, 65,004,040.
Divide and prove:
3. 2,834,706 by 379
4. 8,654,387 by 287
5. 50,064,383 by 768
6. 54,302,674 by 437
7. 25,083,647 by 486
8. A grocer buys canned fruit at the rate of \$7.20 per case of 24 cans. He retails this fruit at 45 cents per can. How much does he gain on the sale of 10 cases?
9. How many pounds of tea at 78 cts. a pound must be given for 375 bushels of wheat at \$1.56 a bushel.

D.

Multiply the following:

$$\begin{array}{r} 1. \quad 87164 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 17864 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 71846 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 41876 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 61742 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 74618 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 84716 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 41687 \\ \times 9 \\ \hline \end{array}$$

$$9. \text{ Add: } 69$$

$$10. \quad 621$$

$$11. \quad 487$$

$$12. \quad 4786$$

$$84$$

$$86$$

$$279$$

$$3929$$

$$27$$

$$549$$

$$368$$

$$7638$$

$$86$$

$$9$$

$$596$$

$$5476$$

$$35$$

$$876$$

$$854$$

$$8298$$

$$98$$

$$354$$

$$729$$

$$7684$$

$$76$$

$$28$$

$$621$$

$$9387$$

$$54$$

$$694$$

$$384$$

$$6295$$

$$92$$

$$382$$

$$—$$

$$—$$

$$76$$

$$29$$

$$—$$

$$—$$

Grade V.—Four Tests

Composition

A.

- Put in capitals and punctuate properly—
1. who will tie the bell around the cat's neck.
2. cheer up my pretty sisters
3. what is the matter with john
4. do you like the lesson about copperfield and the waiter

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5. tell mr brown the money is his
6. one day a beautiful lady drove up to his castle
7. look up tom look up
8. put your hair behind your ears maggie
9. don't you think she should go home
10. that wasn't the way when i was a little girl

Write these abbreviations in full and use correctly in sentences:
pt., lb., hr., qt., oz., min., gal., sec., bu.

B.

1. Write a letter to someone not living in Alberta, telling him or her about ONE of the following:

- (a) The Infantile Paralysis Epidemic in the Province.
- (b) How I Spend My Evenings Now.
- (c) My Chores at Home.

Draw and address the envelope.

2. Use each of the following words in a sentence: willing, mercy, sorrow, weight, admire, improve.

3. Learn to spell the words given above.

4. Name three wild animals that live in Alberta. Write an interesting sentence about each.

C.

Punctuate the following sentences, putting in capitals, question marks, periods and quotation marks:

1. i am going to calgary during the christmas holidays.
2. have you an english grammar in your desk
3. take his skates off repeated mr pickwick firmly.
4. do you like to read black beauty and beautiful joe
5. we shall spend our july holidays in the canadian rockies.
6. there was good skating during december, january and february at henderson lake
7. what does h b c stand for
8. the english soldiers sang god save the king
9. you must sign your letters yours sincerely or yours truly
10. I went up to the commander and asked who are you

D.

Rewrite the following sentences putting in capitals and periods or question marks:

1. i think john is very foolish
2. the book is called little red riding hood
3. if i go to school every day miss smith will give me a prize
4. did you see mary and edna at the rink
5. soon peter rabbit ran to farmer brown's yard
6. the men of gotham chopped down the trees
7. i knew it must be santa claus
8. we shall give bobbie and harold a present on valentine day
9. i stumbled and fell on ruth's sleigh
10. do you like easter holidays better than christmas

Grade VI.—Geography

Place names (minimum) to be learned by pupils of Grade VI.

Mountains: Western Cordilleras, Selkirk, Rocky, Cascade, Sierra Nevada, Sierra Mader. (2) Canadian Shield, Appalachian, Notre Dame.

Peaks: Logan, Robson, Pike's Peak.

Passes: Yellowhead, Kicking Horse, Crow's Nest.

Rivers: Yukon, Skeena, Stikine, Fraser, Thompson, Columbia, Colorado, Grande, Mississippi, Missouri, Ohio, Hudson, St. Lawrence, Ottawa, rivers connecting Great Lakes, North and South Saskatchewan, Red, Nelson, Athabasca, Peace, Slave, Mackenzie.

Lakes: The Great Lakes, Champlain and Nipissing; Lakes of the Nelson Basin, and of the Mackenzie Basin; Salt.

Islands: Queen Charlotte, Vancouver, West Indies (Cuba and Jamaica), Bahama, Bermuda, Long, Sable, Cape Breton, Prince Edward, St. Pierre, Miquelon, Anticosti, Newfoundland, Greenland, Herschel.

Peninsulas: Labrador, Gaspé, Nova Scotia, Florida, California, Yucatan, Alaska.

Capes: Race, Cod, Sable.

Inlets: Hudson, James, St. Lawrence, Chaleur, Fundy, Chesapeake, Delaware, Mexico, Caribbean, California, Puget, Georgia.

Passages: Hudson, Belle Isle, Florida, Panama, Juan de Fuca, Georgia, Queen Charlotte.

Canadian Cities: The Provincial capitals and Vancouver, Prince Rupert, Dawson, Calgary, Banff, Medicine Hat, Lethbridge, Moose Jaw, Saskatoon, Brandon, Portage la Prairie, Fort William, Port Arthur, Sault Ste. Marie, Cobalt, Sudbury, Hamilton, Windsor, Sarnia, London, Niagara Falls, Ft. McNicol, Kingston, Ottawa, Peterborough, Montreal, Hull, Three Rivers, St. John, Sidney.

American cities: New York, Chicago, New Orleans, Seattle, San Francisco, Los Angeles, Denver, Minneapolis, St. Paul, Duluth, St. Louis, Detroit, Boston, Washington, Pittsburg, Buffalo, Philadelphia, Galveston.

Newfoundland: St. John's, Heart's Content.

Mexico: Mexico, Vera Cruz.

Panama: Panama, Colon.

West Indies: Havana, Kingston, Hamilton.

Grade VII.—Geography

Minimum requirements of place names with position and one or two facts connected with each.

Europe: Riga, Danzig, Memel, Königsburg, Archangel, Ekaterine, Bergen, Oslo, (Christiana), Stockholm, Reval, Leningrad, Hamburg, Bremen, Amsterdam, Antwerp, Calais, Havre, Brest, Bordeaux, Oporto, Lisbon, Barcelona, Marseilles, Genoa, Rome, Naples,

Venice, Trieste, Fiume, Athens, Salonika, Constantinople, Odessa.

Inland: Moscow, Baku, Warsaw, Dresden, Cologne, Leipzig, Munich, Essen, Rouen, Lyons, Florence, Milan.

Asia: Nagasaki, Kobe, Tokio, Yokohama, Osaka, Kioto, Seoul, Vladivostok, Mukden, Peking, Tien-Tsin, Shanghai, Canton, Hong Kong, Lhasa, Calcutta, Delhi, Fangoon, Singapore, Benares, Karachi, Bombay, Madras, Colombo, Bagdad, Teheran, Mosul, Smyrna, Mecca.

Africa: Tunis, Algiers, Tripoli, Cairo, Alexandria, Port Said, Suez, Aden, Assuan, Suakin, Mombasa, Zanzibar, Lorenzo Marques, Durban, Cape Town, Loando, Boma, Lagos, Freetown, Timbuktou, Sokota, Pretoria, Kimberley, Johannesburg.

South America: Santiago, Valparaiso, Iquique, Antofagasta, Buenos Aires, Rosario, Montevideo, Fray Bentos, Santos, Rio de Janeiro, Pernambuco, Le Pas, Asuncion, Lima, Callao, Quito, Guayquil, Bogota, Caracas, Georgetown, Cayenne, Paramaribo. (Repeated from last issue.)

Grade VIII.—Literature

The Italian in England—Browning

This poem is a poet's interpretation of a man's thoughts. It deals with the condition of things in Italy between 1820 and 1850, probably about the year 1830.

At this time Italy was much broken up and a number of patriots were striving to unite the people and to build up the country. There were several secret societies bent upon doing away with all outside interference and upon forming an Italian Republic. These were firmly opposed by Prince Metternich, a very skilled diplomat who had charge of Austrian foreign affairs. Now, mainly owing to the activities of Metternich, Austria had control of the north-eastern part of Italy, Lombardy being a part of this. The Italians would be living in this territory but would be required to submit to Austrian rule. Many of them did this and went on with their callings though probably not in a very cheerful or satisfied mood. A number of them, however, organized in secret societies with the object of ultimately driving out the Austrians and uniting Italy. These would, no doubt, annoy those Italians who were submitting to Austrian rule, and would also give trouble to the Austrian officials in every way that they could. When pursued, they would escape into a part of Italy not under Austrian control or would hide away in some mountainous part.

Prince Metternich determined to rid the country of these pests and sent soldiers into Lombardy to clean them out. Rewards were placed on the heads of many of them. The search was so determined and so thorough that these Italians had to make a quick getaway. Some of them escaped into other parts of Italy, some escaped to the mountains, some to other countries and some were caught. This lesson concerns one who escaped to another country but who came very nearly being caught.

The lesson may be divided into two parts: (1) the escape, (2) the wishes.

The Austrians had information that he was in a certain locality and were making a thorough search, taking great care that he would not escape through them either by day or by night.

What picture have you formed of his hiding place? It must have been well hidden. Did the road the peasants were on pass over this hiding-place? What is your opinion of the girl? Had she ever seen this man before? Did she know who he was or why he was there? Note carefully her actions and compare her with Laura Secord. Note how he felt at ease when she went on with the rest. Did he expect her to come back? He would not be sure whether she would come alone or have others with her, though he might have a good idea. Note that he tells us twice that he is not concerned with his own safety but for the future of Italy. Why had he devised the tale to tell her when she came back and why did he change his mind? Did he need to tell her that she would be given money for telling where he was or that she might be put to death if the Austrians learned that she aided him? She probably knew this just as well as he did. Note that she does not talk much, but that she knows much.

Get in order the instructions that he gives her. Does she carry them out well? Who is in the third confessional? What is the pass-word of the society and what the answer? What is the contents of the letter? Note that help is sent to him. What will this help be? Probably some money, other clothes, etc. He succeeds in getting to the sea and in a boat to England.

Is there anything in the lesson to tell us about how long he has been in England?

What are the three wishes? Which ones has he no hesitation about? Why does he not wish to go back to see his own relatives?

From the poem, what do you learn about Italian character? Note the patriotism and the feeling against Metternich and Charles. Does Browning understand Italian nature? At the present time there are Italian political organizations with secret societies in both Canada and the United States. These are concerned with Italian affairs.

What business would he be going to proceed with? There were many Italians in different countries at this time. Many of these were organized and were keeping in touch with each other. They were getting money, arms, etc., and at an opportune time prepared to renew hostilities against the Austrians and to secure the freedom of their country. Compare the Italy of the present with the Italy of the time of the poem.

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ALGEBRA I—TEST I

A.

1. A boy has 60c. in his pocket and 90c. in his money-box; he buys a book for 80c. How much has he left?

2. Rewrite question 1, using x , y , z instead of 60, 90, 80. What is the answer now?

3. Make up a question to which the answer shall be $x-y+z$.

4. Find the value (i) $x+y+z$; (ii) $x-y+z$ when $x=12$, $y=3$, $z=5$.

5. In a certain library there are two rooms; one room contains 6 shelves with 50 books on each shelf, the other contains 8 shelves with 42 books on each shelf? How many books are there in the library?

6. In a certain library there are two rooms. One room contains x shelves with 20 books on each shelf, the other contains 8 shelves with y books on each shelf. How many books does the library contain?

7. What is the answer to question 6 in each of the following cases: (i) $x=5$, $y=18$; (ii) $x=20$, $y=0$; (iii) $x=30$; $y=25$.

8. Find the value of:

- (1) $39+(8-2)$; (4) $8(7-4)-5(7-5)$;
 (2) $72-(4-3)$; (5) $(9-2)(21-14)$;
 (3) $(9+27)-(32-5)$; (6) $(105-9)\div(36-24)$.

9. Compare the values of:

- (1) 9^2+2^2 and $(9+2)^2$; (3) 8^2+3^2 and $(8+3)^2$;
 (2) 9^2-2^2 and $(9-2)^2$; (4) 8^2-3^2 and $(8-3)^2$.

10. What is the excess of:

- (1) 8 over -3; (3) -4 over 7;
 (2) -8 over 3; (4) -3 over 2.

B.

1. A man walks 7 miles due east, then 4 miles west, how far is he from his starting point? How far has he walked altogether?

2. Rewrite question 1, using x and y for 7 and 4. What are the answers now?

3. Make up a question to which the answer shall be $x+y-z$.

4. What is the value of: (i) $x+y-z$; (ii) $x-y-z$ when $x=12$, $y=3$, $z=5$?

5. What are the three consecutive numbers starting with 7?

What are the three consecutive numbers starting with x ?

6. What are the five consecutive numbers of which 9 is the middle number?

What are the five consecutive numbers of which x is the middle number?

7. What are the five consecutive numbers whose sum is 45?

8. Find the value of:

- (1) $81-(11-4)$; (4) $10(11-8)-7(15-11)$;
 (2) $99-(8-3)$; (5) $(8-3)(17-5)$;
 (3) $(29-22)+(8-7)$; (6) $(151-52)\div(47-36)$.

9. Compare the values of:

- (1) 7^2+4^2 and $(7+4)^2$; (3) 9^2-5^2 and $(9-5)^2$;
 (2) 7^2-4^2 and $(7-4)^2$; (4) 9^2+5^2 and $(9+5)^2$.

10. Find the sum of:

- (1) -3 and -7; (3) 7 and -11;
 (2) -4 and 9; (4) -4 and 12.

C.

1. There are three classes in a school; in the first class there are 21 students, in the second 15, and there are 57 students altogether; how many students are there in the third class?

2. Rewrite question 1, using m , n , p for 21, 15, 57 respectively. What will the answer be now?

3. Make up a question to which the answer shall be $-x+y+z$.

4. Find the value of $p-q+r$ when (i) $p=3$, $q=2$, $r=5$; (ii) $p=114$, $q=57$, $r=178$.

5. Write down four consecutive numbers of which x is the least.

6. Write down three consecutive numbers of which y is the greatest.

7. Write down five consecutive numbers of which a is the middle number.

8. Prove that: (i) $8(42-3)=8\times 42-8\times 3$;
 (ii) $12(42-35)=12\times 42-12\times 35$.

9. Compare the values of:

- (1) 3^2+9^2 and $(3+9)^2$;
 (2) 7^2+5^2 and $(7+5)^2$;
 (3) 6^2-3^2 and $(6-3)^2$;
 (4) 8^2-5^2 and $(8-5)^2$.

10. (1) What is the next even number after $2n$;
 (2) What is the odd number next before $2x+1$?

D.

1. A dealer has 1,000 sacks of potatoes for sale; he takes orders for 215, 332, 120, and 426 sacks. How many more sacks must he buy to carry out his orders?

2. Rewrite question 1, using x , a , b , c , d instead of 1,000, 215, 332, 120 and 426. How many sacks has he left if x is greater than the sum of a , b , c , d ?

3. Make up a question to which the answer shall be $x-y-z$.

4. Find the value of $p-q+r$ when (i) $p=13$, $q=21$, $r=25$; (ii) $p=23$, $q=14$, $r=0$.

5. A man had x horses, he kept y and sold the remainder. He received z dollars for his horses. What was the average selling price of the horses?

6. What does the answer to question 5 become when $z=400$, $x=25$, $y=5$?

7. Show that: (i) $9(36-7)=9\times 36-9\times 7$;

(ii) $11(33-27)=11\times 33-11\times 27$.

8. Compare the values of:

- (1) 8^2+3^2 and $(8+3)^2$;
 (2) 4^2+11^2 and $(4+11)^2$;
 (3) 7^2-4^2 and $(7-4)^2$;
 (4) 12^2-5^2 and $(12-5)^2$.

9. What is the shortest way of writing:

- (1) $a+a+a+a+a$;
 (2) $a\times a\times a\times a\times a$;
 (3) $(a+b)(a+b)(a+b)(a+b)(a+b)$;
 (4) $(a+b)+(a+b)+(a+b)+(a+b)+(a+b)$;
 (5) $-a-a-a-a-a$;
 (6) $-(a+b)-(a+b)-(a+b)-(a+b)-(a+b)$;
 (7) $3a+3a+3a+3a+3a$;
 (8) $-3a-3a-3a-3a-3a$?

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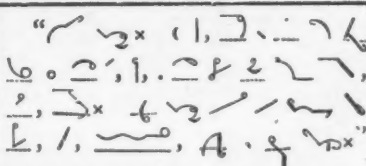
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1. a. $\frac{3}{4} + \frac{2}{5} + \frac{1}{3}$. b. $\frac{11}{12} + 1\frac{3}{8} + 2\frac{13}{16}$.
2. a. $5\frac{7}{8} - 2\frac{7}{9}$. b. $3\frac{3}{14} - 2\frac{5}{9} + 4\frac{5}{21}$.
3. a. $7\frac{1}{8} \times 1\frac{5}{19}$. b. $1\frac{11}{45} \times 1\frac{19}{77} \times 1\frac{7}{48}$.
4. a. $1\frac{5}{21} \div \frac{13}{14}$, b. $8\frac{2}{5} \div 9\frac{2}{7}$,

5. Reduce 4 tons 5 cwt. 85 lbs. to pounds.
6. Milk costs 12 cents a quart. A family buys 2 quarts a day for the month of February, with an extra quart on each of the four Sundays. What was the bill for the month?
7. A sum of money is divided among four people, A, B, C, D. A receives $\frac{1}{7}$, B $\frac{2}{5}$, and C $\frac{2}{9}$. What fraction does D get?
8. Find the cost of painting the walls of a room 20 ft. long, 12 ft. wide and 10 ft. high at 18 cents per sq. yd.
9. Find the total cost of 57 sheep at \$14.75 each; 63 cows at \$68.50 each, and 48 turkeys at \$3.90 each.
10. Simplify:

$$\frac{7 \times 87 \times 4 \times 11}{2 \times 5 \times 29 \times 63}$$

1. a. $\frac{4}{5} + \frac{7}{8} + \frac{6}{7}$. b. $5\frac{7}{10} + 2\frac{3}{5} + 1\frac{14}{15}$.
2. a. $7\frac{5}{6} - 3\frac{5}{8}$. b. $\frac{6}{11} - 3\frac{4}{7} + 5\frac{3}{22}$.
3. a. $5\frac{2}{5} \times 3\frac{4}{9}$. b. $3\frac{1}{3} \times \frac{2}{7} \times 1\frac{7}{10}$.
4. a. $7\frac{5}{7} \div 1\frac{4}{5}$. b. $5\frac{5}{7} \div 7\frac{13}{21}$.

5. How many tons, cwt., lbs. are there in 6,738 lbs.?
6. A field has five sides, 75 yds., 84 yds., 56 yds., 28 yds. and 69 yds. respectively, in length. How many feet of wire are needed to fence the field with a fence of four strands?
7. From a piece of cloth containing $23\frac{7}{8}$ yards, 3 pieces of equal length, $5\frac{3}{4}$ yards, are cut. How much is left in the piece?
8. I have 500 sheets of paper, each 36 ins. by 24 ins. How many smaller sheets 6 ins. by 4 ins. can be cut from them?
9. A farmer sells 259 sheep at \$13.75 each, and buys 14 cows at \$72 each and 16 at \$68.50 each. What is his gain?
10. Simplify:

$$\frac{13 \times 64 \times 132 \times 12}{52 \times 33 \times 144}$$

1. a. $\frac{5}{6} + \frac{3}{5} + \frac{2}{3}$. b. $7\frac{9}{10} + 2\frac{5}{9} + 1\frac{17}{18}$.
2. a. $6\frac{5}{7} - 4\frac{5}{9}$. b. $\frac{4}{15} - 3\frac{7}{10} + 6\frac{7}{25}$.
3. a. $6\frac{4}{5} \times 1\frac{8}{17}$. b. $3\frac{1}{2} \times 2\frac{2}{5} \times \frac{8}{9}$.
4. a. $3\frac{3}{5} \div 2\frac{1}{3}$, b. $6\frac{3}{7} \div 9\frac{4}{5}$.

5. Reduce 14 gal. 3 qt. 1 pt. to pints.
6. A man sold 30 head of cattle at \$8.45 a cwt. The average weight of the cattle was 1,325 lbs. How much did he receive?
7. A man gives away $\frac{1}{3}$ of his loose cash to one boy, $\frac{1}{4}$ to another, and $\frac{2}{5}$ to a third. He now has 20 cents left. How much had he at first?
8. What length of carpet 3 ft. wide is required to cover the floor of a room 4 yds. long by 3 yds. 1 ft. wide?
9. A man's salary is \$240 a month. His rent is \$35 a month, food and clothing \$62 a month, other expenses \$34.75 a month. How much can he save a year?
10. Simplify:

$$\frac{17 \times 81 \times 11 \times 96}{9 \times 132 \times 34 \times 27}$$

1. a. $\frac{3}{5} + \frac{5}{6} + \frac{7}{8}$. b. $6\frac{5}{11} + 4\frac{3}{5} + 1\frac{13}{22}$.
2. a. $8\frac{9}{4} - 5\frac{11}{4}$. b. $\frac{2}{15} - 4\frac{5}{8} + 7\frac{15}{22}$.
3. a. $6\frac{5}{12} \times 2\frac{5}{11}$. b. $\frac{11}{45} \times 2\frac{4}{13} \times 1\frac{17}{22}$.
4. a. $5\frac{5}{8} \div 1\frac{1}{24}$. b. $5\frac{8}{11} \div 14\frac{2}{5}$.

5. How many yds., ft., ins. are there in 3,021 ins.
6. What is the total weight of five parcels, weighing respectively 25 lbs., 17 lbs. 3 ozs., 47 lbs. 11 ozs., 16 lbs. 9 ozs., and 36 lbs. 10 ozs.? What would the freight be at 3 cents the ounce?
7. A grocer bought $56\frac{1}{2}$ lbs. of sugar. He sells $3\frac{3}{4}$ lbs. to one customer, $5\frac{1}{2}$ lbs. to another, and $37\frac{1}{2}$ lbs. to a third. How much has he left?
8. How many square yards of linoleum will cover a floor 14 ft. by 11 ft.? What will it cost at \$1.25 a sq. yd.?
9. A man's yearly income is \$1,800. He spends \$3.69 a day. What does he save in a leap year?
10. Simplify:

$$\frac{18 \times 77 \times 144 \times 5}{12 \times 81 \times 168}$$

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- VII. Canadian History.

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Each weed to be mounted on a sheet of paper and the above information neatly printed on a sheet of paper accompanying it. These are to be later bound together to form a book.

(2) Damage done by weeds—McCaig, page 220.

(3) Classification, and example—Annual, biennial, perennial—McCaig, page 217.

(4) Distribution—1 to 7.

(5) Propagation—Running root stems, etc.

(6) Prevention or destruction—1 to 17—McCaig, page 230.

(7) Definitions—Page 214, line 6; page 219, line 20.

(8) Why the wheat is particularly subject to weeds. Page 216, 217.

QUESTIONS:

(1) Give certain names of common weeds—Give a description of them, how they are propagated and spread, damage and remedy.

(2) Name the damages done by weeds.

(3) What is a weed? What is a noxious weed?

(4) Name and describe weeds belonging to the different classes as annuals, biennials, perennials.

(5) Name the methods by which the weeds are spread. Give examples.

(6) Describe ways of weed propagation. Give an example of each.

(7) Name as many ways as you can for weed prevention or destruction.

(8) Why is the wheat particularly in danger of wide spread weed growth?

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